DOCUMENT RESUME

ED 127 642 CS 501 468

AUTHOR	Muchmore, John, Ed.; White, John Franklin, Ed.
TITLE	Here's Looking at Us; A Report of the Denver Conference on Speech Communication in the Community-Junior College.
INSTITUTION	Association for Communication Administration, Falls Church, Va.
PUB DATE	76
NOTE	70p.; Not available in hard copy due to small print
JOURNAL CIT	ACA (Association for Communication Administration) Bulletin; Issue 17 Entire Issue August 1976
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Bibliographies; Career Opportunities; *Community Colleges; Conference Reports; Course Descriptions; *Curriculum Development; *Developmental Programs; Educational Improvement; Junior Colleges; *Program Development; Readers Theater; *Speech Curriculum; *Theater Arts
IDENTIFIERS	*Speech Communication

ABSTRACT

The articles collected in this journal are devoted to the topic of teaching speech and theater in community colleges and junior colleges. "Here's Looking at Us," a report of the Association for Communication Administrators' (ACA) 1975 Denver conference on speech communication at the community college and junior college levels, details suggestions concerning curricula, staffing and administration, instruction, research, and professional issues. An afterword provides discussions of the role of the Speech Communication Association (SCA), teacher preparation, future conferences, and other issues not specifically covered in the conference itself. Additional contents include "Speech Communication in the Community-Junior College: A Bibliography"; "Teaching the Community College Student: Methods and Procedures for a Developmental Course in Speech Communication"; "Readers Theatre and Evening School: A Perfect Match"; "The Community College and Career Communications: An Unlimited Opportunity"; and "For Your Information," a profile of Ph.D. degrees conferred during 1973-1974 in the speech communication arts and sciences. (KS)

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A Association
C for Communication
A Administration
BULLETIN

Issue #17 August, 1976

A Special Issue Devoted to
Speech and Theatre in the
Community-Junior College

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in the Community-Junior College
edited by
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NOTES FROM THE PRESIDENT
Anita Taylor

This issue of the *BULLETIN OF THE ASSOCIATION FOR COMMUNICATION ADMINISTRATION* marks the second time that we have devoted an entire *BULLETIN* to the concerns of speech communication educators in community colleges. The Association has long recognized the exciting growth of programs of speech communication within community colleges. With those who attended the SCA Development Conference on Speech Communication within the Community College, we share a number of hopes and worries.

We know that rapid growth has sometimes led to adoption of programs not fully examined and that the present financial strictures facing all of higher education can prevent development of needed programs in a period of more leisurely growth. At the same time we know that nowhere in higher education is the promise of lifelong educational opportunity to all citizens more likely to be fulfilled than in community colleges, and that any program of lifelong learning must include opportunities for people to learn more about how to improve their communication abilities.

For these reasons, we continue to believe that the attention of this Association is wisely directed toward helping speech communication professionals, whether administrators or not, succeed in developing sound communication education programs in community colleges. This issue of the *BULLETIN* is part of that continued effort. It contains the report of the SCA Developmental Conference and papers related to some of the special concerns discussed there. This *BULLETIN* should prove helpful to all of us who must continue the tasks identified at the Conference of defining and producing sound, strong programs of speech communication education in community colleges throughout the country.

HERE'S LOOKING AT US

A Report of the Denver Conference
on Speech Communication
in the Community-Junior College
November 6-9, 1975

John Muchmore and John Franklin White

INTRODUCTION

The rapid development of American community colleges has been widely documented. Retelling that story in detail is unnecessary. Rather, a brief summary of the emergence of community colleges as a significant force in higher education should suffice. As an institution, the community college has a long history. In its inceptive form, it was known as the "junior college," and was primarily committed to providing the first two years of a university program. Though some highly respected junior colleges existed both in the private and public sector, their impact was limited, because the number of students they served was small. Wide growth of public community colleges occured in the 1960's, as state after state passed legislation creating "comprehensive community" colleges. By 1973, community colleges enrolled more than one-third of the students in institutions of higher education. In 1975 *The Chronicle of Higher Education* reported that one-half of the first-time students in institutions of higher education were in community colleges.

The rapid growth offered little breathing time for faculty who were forced to cope with immediate problems of scheduling, developing curricula, finding space and purchasing equipment. They had little time or opportunity to meet with peers to discuss how to meet challenges facing speech communication professionals in the community college setting. In the early 1970's, speech communication faculty members from community colleges began to seek increased participation in the Speech Communication Association. They argued that a clear need existed for community college professionals to meet together to confront certain issues. In 1974, the SCA Legislative Council proposed a constitutional amendment which, when passed, established a Division of Community College Instruction. Concurrent with this effort a conference on speech communication education in community colleges was also urged. The Educational Policies Board supported the conference proposal. Though financial limitations prevented total support by the Association, a planning session was funded.

The proposed conference was announced in *Spectra*, with a request for nominees for the conference. In June, 1975, the planning committee of Darlyn Wolvin, Arthur Meyer, and John Muchmore selected participants and finalized conference plans. All those invited to participate were actively employed in teaching speech communication in community colleges. An effort was made to insure a reasonable geographic distribution and fair representation of both sexes among the conferees.

Invitations were issued with the understanding that participants would be obliged to meet their own expenses and that the conference would have a lean quality to it. Those who accepted invitations to the conference were asked to prepare a brief paper examining some aspect of the question, "Where are we now?" The task meant to emphasize (1) that the conference was to be one of active participation, (2) that the conferees were to provide the matter of the conference, and (3) that financial limitations precluded commissioned papers. In the report that follows, the quoted material, unless otherwise noted, is drawn from these papers or from tapes of the meetings. These reports will not be footnoted.

The planning committee also invited selected observers. The conference ultimately benefited from the attendance of observers from the Speech Communication Association, the Association for Communication Administration, the American Association of Community and Junior Colleges, and the International Communication Association. Denver University provided hospitality.

Throughout the conference had the following specific objectives:

1. To provide a group of selected community college speech communication faculty members the opportunity to meet and interact over a prolonged period with regard to problems, issues, frustrations, matters of pride and future directions.

2. To generate specific responses to questions regarding the current state of curricular and professional issues.

3. To provide community college members an opportunity to demonstrate commitment to the discipline and to gain increased visibility.

4. To develop a set of specific recommendations in response to the challenges of the conference.

The experience was an intense one with some significant pressures. The conference, because of the financial limitations, was brief. The pressures were a positive stimulus, and the conference generated a high level of group identification and strong responses to the objectives.

The materials presented in this report are a summary of conference activities. Such a summary is subject to the limitations of written language and necessarily loses some subtleties of emphasis and vitality. Likewise, the act of reporting necessarily selects and eliminates. Nonetheless the editors view this summary as accurate a report as can be made.

Community colleges have provided change and leadership in American higher education. Speech communication faculty have contributed to that change and helped provide that leadership. However, there have emerged certain untested assumptions about programs, students, and institutions which need to be tested. Much discussion at the Denver Conference and many of its recommendations focus on testing and evaluating as well as discovering.

There is wide diversity in speech communication programs in community colleges. The level of program maturity, the scope of programs, and a variety of demographic factors serve to make each institution unique. Likewise, factors such as limited faculty, community characteristics, financial, institutional and governmental regulations impose real constraints. The conference recommendations have been framed considering these factors. The conferees realize that the optimism of the 1960's regarding higher education is no longer appropriate, but they still believe in a strong commitment to professional standards and quality assurance. The participants in the Denver Conference believe that the conference recommendations reflect that commitment and urge careful consideration of them.

A REPORT OF THE CONFERENCE

Constituency and Curricula

The three days of discussion yielded an early recommendation that is at once an indicator of the concern that community college speech educators hold and of the frustration that many experience. The study of symbolic activity is central to all learning, to all life process, and to the relationship between self and others. Nowhere is the study of symbolic activity so clearly primary as in the speech communication curriculum.

Lorene Nichols of Longview Community College observed that when institutions have made an explicit statements of goals, those statements almost always include an indication of intent to develop the abilities to think critically and to express those thoughts clearly. Occasionally this goal will be emphasized by the indication that able functioning in a democracy, as in all human groups, is contingent upon these abilities. Certainly thought and expression are a primary concern in virtually every speech communication course whether "traditional" or "innovative." The group felt that all students should study speech communication.

Recommendation:

> Speech communication classes should constitute a mandatory component of all community college programs.

One challenge is inherent in the mandate of the "comprehensive" community college. That challenge is in the breadth of the population which the institution serves. Early in the conference participants explored the frequent assertion that the community college is a "unique" institution and the attendant inference that this uniqueness affects its speech communication curriculum. Mel Schwartz of Miami-Dade Community College asserted that the mandate making community colleges responsible to all members of their community (a legal responsibility for most public community colleges) requires them to provide continuing education, career education, transfer programs and community services. Most public community colleges do all of this with an "open door" policy. When these various responsibilities become subdivisions identified within colleges, the speech communication program is often although not always limited to the transfer program. Steve Collins of Modesto Junior College reported a limited survey in which he encountered "amazing" indifference toward speech communication in continuing education programs. The participants expressed the belief that speech communication should be a part of all community college programs.

Recommendation:

> In those institutions in which there are clearly defined subdivisions, e.g., continuing education, community services, etc., speech communication should be a mandatory component in all of these subdivisions.

A clear understanding of the reasons for community college subdivisions requires an awareness of the variety of student types. The open enrollment policy, Isa Engleberg of Prince George's Community College contended, "....insures that in addition to the traditionally familiar freshman and sophomore student," the community college speech instructor will encounter students with widely disparate goals, attitudes and values. Those students reflect varied educational, economic and social backgrounds, ethnic, racial, and age differences. Also, many have limited time for studies because of employment, family and other obligations. David Serres of Seminole Junior College emphasized the extent of the diversity by pointing out that community colleges will continue to enroll many part-time students who are likely to be, on the average, ten years older than full-time students. These part-time students are likely to be employed full-time and to be male. Many come from culturally or economically depressed areas.

Community colleges furnish access to higher education that has never before existed. One result is that many students have lower academic skills than their counterparts at residential colleges or universities. Serres noted the increasing numbers of international students and identified the challenges presented by these and other students who have a limited facility with English. Add to this the unique services offered by institutions such as Seminole Junior College which has cooperative agreements with the Seminole Indian Nation and the magnitude of student diversity faced by community college speech faculty becomes clearer.

Roger Wilbur of Atlanta Junior College profiled its student body. Approximately eighty-five percent are Black, many of whom are first generation college students who never anticipated going to college. Wilbur observed that the chief value of community colleges in this setting may go beyond that of providing an avenue for acquiring competence in academic skills. Community colleges may be the best avenue for students to discover, rediscover, and develop their human potential.

Jo-Ann Graham of the Bronx Community College, while agreeing with the potential contribution that the community college might make to such a development, expressed a grave concern. She cautioned that it would be a serious error on the part of speech communication departments to, "....in the name of liberalism, cultural respect or political tranquility," abrogate their role as speech trainers and evaluators. Such abrogation "could conceivably be perceived as passive sabotage of the social and economic goals of community college education."

Kendra Jeffcoat of Imperial Valley College identified another aspect of the tasks facing community college faculty when she noted that approximately half the students at Imperial Valley are Mexican-American. As a result, she indicated, at least six departments teach some course that stresses communication skills.

Elizabeth Lang from Cuyahoga Community College spoke of the significant number of veterans currently enrolled. Though this particular student population is temporary, its presence suggests the likelihood that some different specialized students always will appear.

One of the most pervasive responses to this broad student constituency has been the development of programs that are variously labeled "compensatory," "remedial," or "developmental." The conferees generally sought to go beyond the labels and discuss the programs. Barbara Strain of San Antonio College pointed out that Hopf's 1971 study of eight selected community college programs has been the only comprehensive report of philosophy, methodology and instructional materials. The study indicated that compensatory speech education programs can be placed in four major categories: (1) corrective programs, (2) experience centered programs, (3) adapted public speaking programs, and (4) developmental programs. Though all approaches serve the same target population, the orientations and objectives are quite different.

The programs now existing for the student enrolled in compensatory education need to be examined and evaluated. That examination could profitably deal with the following concerns.

What are the student-defined needs?

What are the needs of the student as defined by the instructor?

What is the philosophy of speech education in the compensatory framework?

What are the instructional objectives of each kind of program?

What methods can best be used to meet these goals?

What instructional materials, evaluative procedures and text materials are needed?

What is the status of the use of instructional methods such as core curriculum, individualized instruction, learning units, modular instruction?

The published results of such a study would serve as a means to unify and coordinate the efforts of those involved in this area of instruction. According to Strain, "Professional status is tangled in the maze of the complex social and educational issues associated with developing programs that attempt to serve a target population which is generally drawn from minority groups. Until the basic questions of philosophy and implementation have been more satisfactorily resolved nationally, the level of professional status will remain dependent on local reputation."

The concern regarding compensatory programs was widely shared among the participants. No one saw the compensatory course(s) as a response to all the different student groups, but virtually everyone saw a critical issue, and a series of recommendations emerged.

Recommendation:

A speech communication course should be considered a critical part of a developmental program in those institutions offering such a program.

The concern remained that as "compensatory" or "developmental" programs are assigned a separate identity, the program directors will fail to retain the critical function of the speech communication curriculum. Speech communication may not be included in an acceptable manner. Strain noted that one of the obstacles to universal inclusion of speech communication in "developmental" programs is that successful programs only have local exposure. The conferees agreed a need exists to pursue this issue on a state or national level.

Recommendation:

A task force comprised of representatives from speech communication departments which currently offer or participate in a developmental program should be established.

Recommendation:

The task force should identify speech communication professionals who have acquired special expertise and experience in this area so that these persons might be utilized in a consultative role.

Recommendation:

This task force should collect, and compile for examination, descriptive and evaluative information concerning speech communication in the developmental program.

Recommendation:

That descriptive and evaluative information and the subsequent analysis of it should provide a basis for stating education guidelines for such a course, for generating specific objectives, for suggesting content and structure alternatives, and for identifying instructional strategies.

Recommendation:

The task force should employ, as a controlling criterion, the need to assure proper scope and depth of quality in such a program.

Because the work of even the most effective task force has little value if no provisions are made for dissemination of findings and continued evaluation, a further suggestion was agreed on.

Recommendation:

The task force should establish some mechanism to facilitate the dissemination of information.

Diversity of students served led to the examination of the programs of speech communication in community colleges. Arthur Meyer of Florissant Valley Community College and Roy Berko of Lorain County Community College reported on dissertation studies which included surveys of current curricula. Echoing Collins' earlier plaint, Berko stated that most two-year speech communication programs appear to imitate the first two years of university programs. He noted little evidence of community adaptation, and technical, and/or semi-professional course offerings. Though a few institutions are developing or offering a "communication technology" program, Berko concluded that major emphasis is placed on transfer programs and duplicating the lower division course work of four-year institutions. Meyer reinforced this conclusion when he reported that approximately ninety percent of the 150 community colleges enrolling more than 2,500 students that responded to his survey indicated students could take speech courses that "were approximately the same as those offered in the first two years of four-year institutions in the area." Significantly, Meyer noted, almost two-thirds of the responding colleges reported no speech courses other than the university parallel courses.

Diana Corley of Black Hawk College confirmed Meyer's and Berko's conclusions with a study of forty-nine Illinois colleges. She found that the most frequently offered course is an introductory speech communication course, classified as a transfer course--this, despite the fact that "the course must also serve a significant number of career students." Corley asserted that departments should "take care that the introductory course relates well to all students lest-- as has happened on some campuses-- other departments develop their own communication courses..." Meyer's work revealed that community colleges in the western states were leaders in "providing speech education opportunities other than university parallel courses." As an example, Tim Hegstrom described a course entitled, "Career Communications" offered at his institution, West Valley College in California. Jo-Ann Graham's examination of speech offerings of New York community colleges gave additional evidence that few courses outside the transfer area are offered.

Some notable exceptions exist. Brenda Burchett, Northern Virginia Community College, Annandale, cited a career oriented course as part of its curriculum; and Joan Leininger of Oakland Community College shared comments concerning a vocational, technical career speech course that will be included in Oakland's curriculum in 1976.

The perplexing dispute as to whether separate speech communication courses for "career" programs should be offered was not resolved. A strong feeling existed that individual speech faculties must address themselves to the issue so that if specific career oriented courses are not offered, it is because of decision rather than by default. Additionally, the speech communication faculty should be alert to the possibility that such courses will be developed by others not by them.

Recommendation:

If speech communication courses are provided for career programs or vocational/technical sequences, these courses should be constructed

and offered by the speech communication faculty, and must reflect and retain the qualitative standards and philosophical commitments of the speech communication program.

In addition to the possibility that such courses may be developed without input from speech communication faculty, they may be taught by individuals with little or no training in speech communication. Some persons outside the speech communication discipline believe it is not really very difficult to teach such courses. The conferees agreed that:

Recommendation:

The instructor of such courses (speech communication courses in vocational/technical sequences) must be an individual trained in speech communication.

A number of conferees pointed to the emergence of "career programs" in speech communication. Berko, for example, urged that possible career areas that would find their basis in speech communication be investigated. He described a possible technical theatre program which might have application in metropolitan areas with an abundance of community theatres. Schwartz described Miami-Dade's developing programs for para-professional personnel in the general area of communication disorders. Participants described two other possible programs. The widespread presence of television studios in community colleges suggests the possibility of curricular focus on radio/television. Likewise, the impressive facilities for development of instruction materials suggests a career program in the area of media support.

The combination of possibilities both in providing service courses for existing career programs and in the development of speech communication-based career sequences led to the following recommendation:

Recommendation:

Speech communication professionals should examine the need for and the practicability of offering additional two-year degree programs with a speech communication career focus.

The question of whether or not to make an overt commitment to community services was not so complex. Judy Goldberg of Arapahoe Community College outlined the degree to which its faculty commit themselves to such efforts. She noted that they teach at an Air Force base, a youth correctional center, and local high schools. William Rainey Harper College has, for example, taken over the entire second floor of a shopping center, offering a wide range of classes in that facility. Goldberg posed the possibility that institutions can, in addition to serving the community, "utilize the professional resources of (that) community by inviting members of the community to serve as guest lecturers...." Alan Louden of Northwest Community College offered a comprehensive view of the activities in the community service sector. Drawing upon his 1974 survey of 48 western community colleges, Louden indicated that fewer than half of the colleges surveyed provided off-campus instruction and that when they did the effort was typically an off-campus presentation of the basic course. "Occasionally off-campus instruction includes short courses and workshops, but most seems to be an extension of regular class offerings." He suggested that an innovative off-campus curriculum was the exception rather than the rule.

Louden argued that the opportunities for off-campus extensions of the curriculum seem nearly limitless. He identified the current market served in the western states area. According to Louden, that market falls into three main categories: (1) governmental (firemen, policemen, elementary and secondary teachers, health personnel, social workers, military, etc.); (2) business and industry (management and employee training); and (3) specialized groups (elderly, bilingual, etc.).

He confirmed that many institutions provide some form of non-instructional assistance to the community, noting that work in this area serves a public relations function. Community college instructors are involved in advisory positions and do some consultative work, but it is largely informal in nature. Further, most departments maintain direct community contact through cultural, entertainment, or educational programs. Generally featuring students, these events include speaker's bureaus, debates, public discussions, and dramatic performances.

Louden identified some of the problems that limit community service activities, referring specifically to Berko's findings that "....in sixty percent of the two-year institutions that have three or less full-time faculty members, most of the instructors are called upon to teach any and/or all of the courses offered by the institution." He suggested that over-work is one reason for limited participation in community service programs. The conference participants were in agreement and presented the following recommendation.

Recommendation:

> Strong support should be given the development of speech communication courses in the area of community services on both credit and non-credit bases.

The conference participants also were in agreement regarding who should teach such courses:

Recommendation:

> The instructor of such community service courses must be an individual trained in speech communication.

The preceding discussion indicates the general types of speech programs that are offered in community colleges. Several conferees addressed the issue of the specific courses offered. All who commented on this issue indicated that a "basic course" constitutes the major offering in most community colleges. Meyer noted that "community college speech staff apparently carry a greater responsibility to teach the basic course than their colleagues in four-year institutions."

Diana Corley and Richard Scott of Penn Valley Community College, observed that the basic course is often not an institutional requirement. Corley's survey of Illinois colleges revealed that a high percentage of institutions "require the course only for specific majors or degrees rather than for all students." Scott identified what seemed to be a consistent pattern that although the course may not be an all-college requirement, "most programs require it for their students."

Meyer noted that in his survey colleges reported offering an average of nine different courses, a higher number than Graham found in her survey of New York community colleges where three to five different courses was the most consistent figure. Some institutions offer a wide range of courses such as Black Hawk College which offers twenty-five courses including those in radio, film, and television. Other institutions primarily offer an introductory course and a limited number of advanced courses.

One of the most important discussions of the conference involved the basic course content. In many of the participant's initial papers, differences appeared concerning the proper emphasis in that course. Should it be interpersonal or performance oriented? On the one hand, Graham pointed out that in her study of New York community colleges the speech communication course most listed was public speaking, with substantially fewer interpersonal courses listed. Other discussants supported this view. Leininger indicated that the public speaking approach received greater emphasis at Oakland Community College, but that the initial course had an umbrella quality to it that permitted a variety of activities. Other observations seemed consistent. Scott noted that the Penn Valley "speech faculty avoided labeling the course as being predominantly public speaking or interpersonal communication since it contains elements of both approaches..." Lang reported a similar situation at Cuyahoga observing that the basic course evolved from "principles of public speaking" to "Fundamentals of Speech Communication." The title allows interpersonal communication instruction although major emphasis remains on the "one to many" speaking situation.

In contrast, Middlesex Community College in Connecticut offers "Interpersonal Communication" and "Argumentation and Persuasion" as separate courses as the faculty makes a transition from "specialized public speaking instruction to a broader, more varied curriculum." Wilber described Atlanta's course, "Fundamentals of Speech," as interpersonal communication. It is the only speech course offered in this relatively new institution. Goldberg described Arapahoe's curriculum in which performance courses are distinguished from non-performance courses. Public speaking is in the former

category whereas interpersonal communication courses fit the latter. Don Nichols of Odessa College spoke of changes that sometimes result in an "interpersonal communication movement" replacing traditional treatment. Both Nichols and James Hunter from Nebraska Western College presented reasons for the change. Increased attention to interpersonal communication has occurred in all colleges and universities over a five-year period. Nichols posed the question: which approach best meets the needs of students in community colleges?

Collins and Engleberg presented summary comments with respect to this issue. Collins chose not to argue the relative merits of approaches, but pointed to the fact of increased interest in interpersonal communication. Engleberg expressed concern about flexibility on the part of departments and instructors and left the suggestion that increased attention should be paid to new trends and new discoveries in the area of speech communication. Graham, though concerned about hasty or "bandwagon" responses, saw a need to consider the role of speech communication as "assisting students to make satisfactory adjustments to societal systems in which they desire to succeed."

The conference participants did not pretend to resolve this issue, but did conclude that it is critical to consider carefully the direction that a particular program takes.

Recommendation:

> Speech communication programs should be based on a clear philosophical foundation consistent with the commitments of the individual institution as well as those of the discipline.

The discussion that occurred during the conference clearly indicated many questions remain concerning an ideal curriculum. Joan Shields, Arapahoe Community College, suggested that the problem at issue is larger than simply what should be the focus of an initial course. She contended that the field of speech communication remains just that, a "field" rather than a "discipline," and that the absence of adequate direction results in eclectic growth. She urged that energies be directed toward "operationalizing our domain, our theories, our research methodology, our criticism and our areas of application." Success in such an effort would lead to a firmer basis for answers to the course content issue.

Recommendation:

> The Speech Communication Association should act to initiate a comprehensive analysis of the following:
>
> 1. The theoretical bases of speech communication instruction.
> 2. The objectives of such instruction.
> 3. The practices and procedures utilized to achieve these objectives.
> 4. The ethical implications of these objectives, practices and procedures.

The complexity of the suggested analysis was clear to the participants who agreed that certain steps must be taken during the lengthy period required to produce such an analysis.

Recommendation:

> Speech communication faculties should periodically and systematically re-evaluate the initial course in speech communication in order to assure that the course continues to meet student and community needs.

Recommendation:

> Speech communication faculties should periodically and systematically re-evaluate the speech communication program in order to assure that the program continues to meet student and community needs.

One area of the discipline not widely taught is speech pathology. A few institutions reported not only course work in this area, but, as in the case of Cuyahoga Community College, clinical services for persons with communicative disorders. Mel Schwartz of Miami-Dade, expressed a special concern in this area and noted, as did others, that it is not unusual to encounter persons with communicative disorders. He shared the 1971 *Report of The Task Force in Speech Communication and Theatre for the State of Florida* which made a strong recommendation concerning the matter of communicative disorders.

Recommendation:

> The segment of the *Report of The Task Force in Speech Communication and Theatre for the State of Florida* which deals with communicative disorders should be widely disseminated and the guidelines should be considered for adoption by other states.

The report, unfortunately, is out of print. Hence, its recommendation concerning clinical services for communicative disorders follows:

> Each college, regardless of level, should provide a fully equipped speech and hearing clinic, staffed by a speech pathologist certified by the American Speech and Hearing Association. A comprehensive speech and hearing screening program for all entering students is desireable. However, a speech communication instructor who has specialized in phonetics, speech science and speech improvement, is competent to administer a general speech platform screening test. Diagnostic follow-up procedures and provision for remedial, rehabilitative, or developmental services or referrals should be available. Should the school not have the qualified personnel to staff such a clinic or to provide such services, there should be no program or clinical services.

Co-Curricular Activities

A majority of the conference participants were aware of the 1974 National Developmental Conference on Forensics and were familiar with the recommendations of that conference. A number of the conferees were interested in examining forensics and co-curricular activities in community colleges. Accordingly, a special interest group convened to pursue this interest.

The preliminary papers indicated that co-curricular activities fall into two general categories. Meyer reported that almost two-thirds of the colleges in his study included a schedule of theatre productions as a part of their speech program. Only a small number of the conferees had a major theatre assignment or interest, and so they chose not to comment at length on what most regarded as a very important area. The decision to avoid recommendations about theatre in community colleges should not be misconstrued. It was due to lack of expertise, not a judgment of relative importance. Because of the importance of theatre and the degree to which theatre activities interact with community service and other instructional areas, a separate conference should address theatre programs in community colleges.

The second category of co-curricular activity is forensics. Meyer's survey indicated that more than half of the colleges included intercollegiate forensic activities in their program. The special interest group, thus, addressed itself only to forensics activities.

An important recommendation grew out of the diversity of the community college. Collins noted that the forensics developmental conference was marked by "considerable concern over the apparent inability of co-curricular programs to attract a more diverse group of participants." He described the unusual success that community college reader's theatre groups have had in attracting students from varied backgrounds. He referred to one director who spoke of a cast that looked "like a U.N. meeting and included everything from teenagers to senior citizens..." The participants emphasized the value of this diversity.

Recommendation:

> Community college speech faculties should take pride in the fact that, historically, community college forensic programs have served to attract students representing heterogeneous backgrounds, interests and needs. Those few community college forensic programs which violate this spirit are to be condemned.

Additional discussion focused on the direction that forensic activities should take. Engleberg spoke to this issue: "The major college and university forensic programs have a tendency to emphasize debate. The result of this emphasis is a type of debate

chauvinism in these colleges and in the forensic organizations which they represent..." She did not suggest the elimination of debate, stressing instead its value as practical application for curricular objectives. Nevertheless, she continued, "individual events are more prominent and popular in two-year colleges and the evidence seems to indicate that this trend will continue." Hardly a course taught in the area of speech and theatre cannot be given an outlet in forensics. Despite the broad possibilities, Engleberg felt that there is

> "an apparent reluctance to depart from tradition and leave the world of the 'big boys' for a better one. . . . Fortunately, innovations are being developed. Major modifications in the rules and awards procedure by Phi Rho Pi have advanced much further than those of any similar association. Other programs are sponsoring innovative tournaments where learning rather than a trophy is the objective. Some programs are venturing into the community. A combination of such trends, in addition to new ones, is needed if speech departments intend to produce academically-- and philosophically-- sound forensic programs."

The conference generally agreed.

Recommendation:

> All forensic activity at the community college level must be designed to insure the priority of educational objectives. Such activity should reflect a broad range of competitive and non-competitive opportunities and should include intra-college, inter-college and community-based experiences.

The issue of money is critical both in terms of personnel and budgets for forensic activities. The conferees noted that a budget is of particular concern in new and developing programs, and framed a recommendation reflecting that concern.

Recommendation:

> Forensic directors who have assisted and encouraged participation in forensics by newly developing community colleges, as well as in community colleges with inadequate financial and administrative support, are to be commended. This should be construed as a demonstration of professional responsibility and, thus, emulated by others.

Many conferees cautioned against allowing forensic activities to become the central focus of courses, while noting this sometimes occurs because of the speech instructor's teaching assignment. Still, the majority of conference participants recognized academic value in the forensic experience and a number reported credit for forensic experience activities. The conference believed the credit plan warrants wider application.

Recommendation:

> "Departmental administrators should be responsive to the educational characteristics of forensics programs (and)
> 1. Work with forensics should be treated as part of teaching assignments.
> 2. Additional remuneration should be provided in instances where forensics work is not considered a portion of the teaching assignment.
> 3. Evaluation of teaching load should include a measure of student contact hours.
> 4. In scheduling classes and other assignments, administrators should be sensitive to the time demands of the forensics program."
> (*Forensics As Communication*. Skokie, Illinois: National Textbook Co., 1975)

One recommendation growing out of the Forensics Conference, that the forensics director direct only those activities in which he/she experienced "participation at the college level," generated some concern among the members of the community college conference. Don Nichols noted that a literal interpretation of this recommendation could cause difficulty in small colleges where the forensic director may have had exposure to certain activities, but no actual participation.

Recommendation:

> The limiting factor described in the preceding paragraph may present an unnecessary obstacle in the implementation of the desired broad range of activities, and it should be recognized that this qualification is not always appropriate.

Finally, the group addressed itself to the matter of accountability. For a viable forensic program, responsibility must be focused.

Recommendation:

> Full administrative control of the forensics program should be vested in the designated director(s). Such control should include (1) the determination of criteria by which students should participate, (2) the determination of tournaments and activities in which to participate, (3) the designation of judges and identification of those who should travel with students, and (4) the responsibility for distribution of furds.

Then the members of the forensics special interest group presented a recommendation urging specific professional participation.

Recommendation:

> All community college directors of forensics should become active in the American Forensics Association and in the SCA Forensic Division and that both groups should act to insure that community college directors of forensics are able to act as a positive influence in the organization regardless of whether or not they are able to attend national conventions.

The special interest group in forensics presented three additional professional recommendations to the group.

Recommendation:

> Phi Rho Pi has made significant contribution to the promotion and maintenance of community college forensics. Accordingly, all community college directors of forensics should become active in this organization. Further, the organization should reassess its current organization and administrative practices in an effort to increase its overall efficiency and ultimate contribution to community college forensics.

Recommendation:

> National, regional and state professional associations should promote the development of community college forensics through workshops, short courses and demonstrations.

Recommendation:

> The American Forensic Association and The National Forensic Association should strive for unification.

Staffing and Administration Concerns

Staffing was an especially sensitive issue. In this discussion considerable overlap with professional issues existed, such as the question of appropriate training for speech communication faculty. A similar overlap exists in the recommendations offered in these two parts of this report.

Full-time faculty in speech departments are generally well-prepared for the tasks that they encounter. (It should be noted, parenthetically, that the term "department" is used for convenience. The specific nature of the administrative unit is itself a complex issue.) Meyer's study indicates that a master's degree is a minimum requirement

in virtually all departments. Approximately one-half of the speech faculty in responding colleges held the master's as their highest degree. An additional one-third had earned thirty hours beyond the master's. Approximately ten percent held a doctorate. A third of those who did not have a doctorate were enrolled in graduate programs that lead to it with the majority of those in Ph.D. programs.

Since the basic speech course constitutes a significant portion of community college faculty teaching load, this appears on the surface to demonstrate high quality staff preparation. In the case of full-time faculty, this conclusion is basically accurate. What is not immediately obvious emerged as a critical issue at the conference: widespread use of part-time faculty. The concerns and, ultimately, the recommendations do not demean the ability or level of commitment of any particular part-time teacher. Indeed, the conferees were agreed that the unfortunate job situation that now exists results in many well qualified people being without permanent employment and, therefore, available for part-time assignments.

The concerns expressed were directed to the number and manner of appointing part-time instructors. In some institutions over fifty percent of speech courses are taught by part-time personnel. One conference participant reported that she was the only full-time speech communication instructor in an institution that enrolls 10,000 students. Such an imbalance puts a significant pressure on the full-time staff member(s). Full-time faculty members are responsible for committee activity, curriculum development, textbook selection and, in many instances, forensic and theatre activities. Many part-time faculty make generous contributions of time and energy in these areas, but the inherent transiency of their appointments makes it difficult to depend on them for contributions in these areas. Since their remuneration is based on courses taught, it is unfair to impose additional demands or requests upon them.

Additional problems arise because part-time positions cannot be filled until the last moment. Someone on the full-time staff must assume at least modest responsibility for orientation and, eventually, evaluation. The difficulty generated by large numbers of part-time faculty is obvious.

The conferees were of a similar mind in feeling that in an ideal situation part-time appointments would not exist. Being realistic, however, they noted that the use of part-time faculty does fill three particular needs. First, it provides some financial relief for the institution. Second, it allows greater flexibility in scheduling. Third, part-time appointments do allow institutions to use talented members of the community who are not interested in full-time employment.

As conferees framed their recommendation, there were efforts to identify an optimum balance of part-time faculty. This effort was ultimately abandoned for a number of reasons. It became apparent that the use of part-time faculty is so prevalent that an optimum balance at the moment would be strikingly different from reality. The group also was concerned that in specifying a minimally acceptable ratio they would be approving the use of part-time personnel up to that level.

Recommendation:

> All speech communication courses should be taught by full-time speech communication professionals. Great care should be taken to avoid excessive utilization of part-time faculty.

The recommendation, despite reservations by some participants, does contain implicit, if grudging, acceptance of the use of part-time faculty. In addition to conscious avoidance of excessive utilization of part-time personnel, the conferees urge that some additional controls be employed. Provisions should be made for a professional, systematic selection process for part-time personnel just as for full-time personnel.

Recommendation:

> The responsibility of selection and recommendation for appointment to the speech communication faculty, whether on a full or part-time basis, must rest with the speech communication faculty.

Additionally, the conferees suggested that in-service training should be provided for part-time faculty, and syllabi that give direction and allay the lack of preparation that attends a last minute acceptance of a teaching assignment. There should be careful observation and evaluation of part-time faculty.

One final issue emerged with respect to part-time faculty: level of compensation. Part-time faculty are frequently paid at a very low level. Since some responsibilities are not assigned to the part-time faculty member, one might reasonably expect somewhat less remuneration than full-time, yet some part-time faculty receive as little as one-half of the base salary of a beginning instructor. Emphasizing that the part-time faculty also represent the speech communication discipline in the most visible area, the classroom, the conferees agreed:

Recommendation:

> In situations where clearly inequitable conditions exist, financial remuneration, work benefits and conditions of employment for part-time faculty should be upgraded.

A separate staffing concern involves communicative disorders. Conferees noted an American Speech and Hearing Association estimate that the incidence of communicative disorders among community college students ranges from ten to fifteen percent. The difficulties are of a variety of types, including problems of adults not dealt with in the past, as well as concerns that parents have about their children. The emergence of community counseling centers in community colleges has increased the willingness of adults to seek help for themselves and their children. Despite the scope of the problem, however, little has been done. For example, Harper College has developed a complete program for the deaf, but the frequency of such programs is not consistent with the level of need.

Recommendation:

> The widespread existence of functional communicative difficulties should be addressed by ASHA certified personnel.

A major concern is that of the administrative unit within which faculty are employed. Meyer's study was again a source of information. One-half of the responding colleges in his study had specific "departmental" organizations for the speech program. Typically, the speech "department" is clustered in a "division" with departments representing similar or, at least, related disciplines. (That two-thirds of responding colleges reported speech and theatre courses in the same department reinforces the earlier observation that theatre should receive additional attention). Two-thirds of Meyer's respondents supported the departmental structure, but Louden referred to Berko's survey and identified one practical problem surrounding the "departmental" issue. More than half the two-year institutions responding to Berko's questionnaire had no more than three full-time faculty members in speech. Since Meyer's survey covered only colleges with more than 2,500 students, it is probable that many community colleges that are smaller do not have separate departments of speech and theatre. It may seem difficult to justify labeling one, two, or three full-time faculty a department, even if such status seems to facilitate program growth. Such a structure allows the development of objectives for a field of study rather than for separate courses, provides a focus of responsibility and permits more meaningful budget decisions.

Recommendation:

> Wherever practical, divisions or departments of speech communication should be created as the administrative unit.

In addition to the establishment of the "departmental" units, the conferees urged that a chairperson should be clearly identified and appropriately supported. Conferees realized that the benefits gained from departmental structure can be nullified by failure to give the chairperson proper responsibility and time to exercise those responsibilities.

Recommendation:

> Where such units (departments) exist, an equitable plan should be developed in order that the unit chairperson be given a realistic reduction in teaching responsibilities.

Conferees strongly believed that the chairperson should be a faculty member who retains primary responsibility to speech communication.

Recommendation:

> The chairperson should be selected from and retain rank and status in the speech communication faculty.

Instruction

The conference addressed the general topic of instruction, both directly and indirectly, on a number of occasions. The many instructional styles and strategies discussed made it impractical to try to record all of them in the proceedings. Likewise, the limited duration of the conference prevented full discussion of the styles, strategies, materials and equipment most frequently mentioned.

Goldberg suggested that the diverse student population precludes any one instructional approach from being universally or even widely effective. She argued that a "lecture-laboratory-discussion format" is one way to insure learning for most students, and urged that separate instructional modules be presented in a variety of learning formats so students can select the method most consistent with individual abilities. In both suggestions, a communication laboratory is a necessary component for success.

The most explicit discussion of a speech communication laboratory came from Penn Valley. Scott described a successful "developmental speech lab," observing that the lab had originally been envisioned as a help for slow learners, but that it had expanded its purpose and service significantly. It now serves as a learning-practice center in which students supplement and complement their classroom instruction. Scott indicated that the types of materials and equipment available in the lab included audio-visual taping equipment, examples of effective communication efforts, commercial speech programs and study-guides. Leininger described a similar laboratory at Oakland Community College which included an impressive collection of audio-tutorial resources. Lang and John White of William Rainey Harper College emphasized the possibilities available through existing closed circuit TV systems, two-way systems and large staffs of supporting personnel. Leininger pointed to one difficulty that has emerged-- the sometime gap between the rate of acquisition of capital equipment and the rate of acquisition of instructional materials. This gap causes occasional frustrations particularly in the case of videotaping equipment, where use and demand often exceed available equipment. Despite the frustrations, most agreed that learning technology has provided an impressive array of instructional resource systems with applicability in speech communication.

Recommendation:

> Institutions should recognize the need for establishment and maintenance of adequately equipped and adequately staffed support facilities, especially those providing audio-visual materials and equipment.

The list of available teaching strategies is long. The speech communication professional can employ simulations, games, communication exercises, discussions, logs, journals, films, tapes, projects, sensory awareness exercises, panels, lectures, and human resources. Additionally, individualized learning, self-paced instruction, modular instruction, computer assisted instruction and performance contracts provide varied approaches to the speech communication curriculum. The conferees were unanimous in feeling that faculty members should examine the many possible strategies now available, as well as those that are sure to emerge in the future.

Recommendation:

> There should be continued investigation of alternative instructional approaches but caution should be taken that effective instruction rather than "change" or "innovation" be the desired outcome.

One qualifying concern about the attention given instructional methods grew out of the preceding recommendation. Many conferees suggested that innovative methods sometimes are used simply to be innovative. Lorene Nichols was an articulate advocate of the position

that the selected mode of instruction should be consistent with the individual student's learning style. One described an approach to identifying the most appropriate mode of instruction which elicited a positive reaction from the group.

Recommendation:

> Greater use of tools such as the Canfield-Lafferty *Learning Styles Inventory* should be made to better isolate individual preferences and allow students to be properly counseled into courses which will provide an optimum learning experience. (*Learning Styles Inventory*, Plymouth, Michigan: Experiential Learning Methods.)

Concomitant with the need for identifying most appropriate learning styles and instructional modes, is a need for examining methods of earning credit. The 1974 Association for Communication Administration Task Force on the College Level Entrance Program (CLEP) found no suitable test for assessing proficiency in speech communication. However, requests for proficiency examinations come with increasing frequency, and "experiential learning" has emerged as an avenue to a degree. Both add pressure either to find a mechanism for assessment or to develop a clear statement as to why these are not appropriate methods to acquire credit in speech communication. As increasing numbers of high school students enter college with extensive backgrounds in speech communication, and as many business and industrial training programs include courses and seminars in speech communication, the former alternative appears to be the more reasonable action.

Recommendation:

> Consideration ought to be given to alternative methods of acquiring credit by individual students including variable entry-exit programs and modular scheduling.

In addition to developing alternative methods of acquiring credit, conferees were concerned that the semester hour, in part because of tradition and in part because of convenience, remain a controlling factor in curriculum development.

Recommendation:

> Institutions should allow and encourage departmental flexibility so that it is possible to assess particular needs and respond with short term offerings, workshops, special topic seminars and other non-permanent offerings.

The conference considered other approaches and some of the problems with the utilization of varied strategies. Many participants supported the value of interdisciplinary and team-teaching experiences, even while identifying budget problems and elements of competition that conflict with optimum interdisciplinary experiences. Examples in which speech communication components had been subsumed by other disciplines were cited and cautioned against.

Recommendation:

> In order to maximize the value of the educational experience, interdisciplinary team-teaching approaches should be used where applicable but with clear commitment to the maintanance of the integrity of the disciplines involved.

While discussing budgets, competition and their effect on interdisciplinary work, an additional and widely shared concern emerged. Many conferees expressed frustration over the increasing size of performance courses. While most agreed it is difficult to identify an ideal enrollment figure, they noted the practical problems that attend large enrollments in performance classes. In short, as enrollment increases, the opportunity to perform decreases. When enrollment grows by ten students in a speech communication class with a performance/participation component, substantially less performance time is available for each student.

Recommendation:

> In the matter of class size, special attention should be given to the practical considerations in performance courses. These courses should *not* enroll more than twenty-five students.

Scott's description of the learning laboratory stressed use of paraprofessional assistants to oversee much of the laboratory activity. Other participants reported productive use of peer counselors and peer teachers. Implicit in a variety of student types is the need for counseling and direction. Positive experiences with paraprofessional assistants and counselors, peer teachers and counselors led conferees to conclude that extended use of such personnel would contribute to more effective utilization of the suggested instructional strategies.

Recommendation:

> There should be greater use of peer and paraprofessional counselors.

Brenda Burchett made a strong closing request to the discussion of instruction. She observed that even a brief discussion makes clear that many effective and exciting instructional styles and strategies are in use. She urged that some provisions be developed for sharing among speech communication professionals.

Recommendation:

> A procedure should be developed for the exchange of methods and resources, particularly those of an innovative nature.

Research

Initially, the participants took a hard, and not always flattering look at the research activities of community college speech communication faculty. The appraisal of research activities ranged from a view that the lack of creative research on students and community is a major weakness among community college personnel to the view that there is little or no encouragement for community college faculty to engage in research other than the "more training - more pay" incentive. Other reactions suggested that heavy teaching responsibilities prevent institutions demanding research activity by faculty and that such activity, where it does exist, is largely self-initiated. At the current time, the preponderance of research by community college speech faculty seems to consist of individual efforts to test and/or validate a particular instructional technique.

The conferees suggested a variety of topics for research. Two of the possible research topics deserve special mention because they reflect the challenges facing community college speech instructors. Jeffcoat spoke of the particular difficulties that arise when one encounters varied nationalities, ethnic and/or racial groups in the classroom and called for additional research into the difficulties generated by heterogeneous populations. Scott expressed concern for the very high attrition rates which seem to be inherent in community colleges, as well as in speech classes specifically. These concerns demonstrated the need for research support.

Recommendation:

> Institutions should provide released time and/or financial support in order to encourage community college speech faculty to conduct research.

Participants asserted that many faculty are engaging in research of varied types but are not sharing it. The conferees singled out the ERIC system for special commendation and urged wider use of it.

Recommendation:

> Community college speech faculty should recognize the value of and make additional use of the ERIC system as a source for research information and an avenue for publication.

A clear consensus existed that individual faculty must recognize the need and assume responsibility for engaging in research and disseminating the results.

Recommendation:

> Individual researchers must assume the responsibility for sharing results on an intra-institutional, inter-institutional and professional basis.

In support of the preceding recommendation, the discussants again alluded to the ERIC system as well as urging utilization of other means of dissemination.

Recommendation:

> Community college speech faculty should extend efforts to disseminate pertinent research through ERIC, professional journals and conferences in order to facilitate more informed decision making.

The participants emphasized that controlled studies within a given institution have a dual value. First, they make a significant contribution to the institution, and second, such studies may furnish the basis for additional investigation and tentative generalizations.

Recommendation:

> Research of an internal nature should be emphasized.

Conferees hopes these recommendations would demonstrate that a general interest in research does exist among community college faculty while encouraging researchers to share what they do with others. Conferees sought to identify two profitable directions of research. They felt that "internal research" would be conducted best by individuals in community colleges whereas, "external research," (i.e., comparative studies, surveys and other such wider comparisons) might more effectively be executed by university faculty and graduate students. Accordingly, the participants made an effort to identify need areas.

Recommendation:

> College and university graduate students are encouraged to engage in community college research especially in the following areas:
> 1. Self-concept of community college speech communication teachers.
> 2. Characteristics of community college students in speech communication.
> 3. Student perceptions of communication needs.
> 4. Optimum instructional competencies for community college speech communication teachers.
> 5. Current instructional methods.
> 6. Curricular content.
> 7. Ability levels of community college students.
> 8. Value structures in relation to course content.
> 9. Grading procedures.
> 10. Atomistic versus wholistic approach to instruction.

Addtionally, the conferees believed that the Speech Communication Association should bring a national focus to a group of selected issues.

Recommendation:

> SCA or an agent identified by the Association should undertake a national study in an effort to determine similarities and differences in the following areas:
> 1. course offerings
> 2. course content
> 3. composition of students enrolled in speech communication courses
> 4. instructional strategies
> 5. the type of extra class student contacts
> 6. student/instructor ratio
> 7. number and type of required and voluntary departmental and institutional tasks
> 8. number and type of required and voluntary community service tasks.

9. type of professional growth activities available and institutional attitudes toward such activities.

The conference was keenly aware of the magnitude of the preceding request. Still, the discussion made it clear that research needs are many and similar. Moreover, conferees believed the impact of such a study would be significantly greater if the prestige of a national association supported the projects. The desire for SCA involvement is to underline the importance of the studies as much as for the help the Association can provide.

Conference participants identified a major problem that plagues instructors in small colleges. They are frequently unaware of sources of support for research activities. Though large institutions typically have a staff member assigned to the task of identifying sources for grants as well as helping the preparation of grant requests, faculty in smaller institutions are left to their own devices.

Recommendation:

SCA should give guidance to community college speech faculty in investigating and acquiring financial aid for research activities.

The final recommendation concerning research grew out of an existing program of the Association for Communication Administration. Robert Hall described briefly a project seeking to secure demographic data about the faculty of four-year institutions.

Recommendation:

The current relationship between ACA and four-year institutions with respect to securing demographic data should be emulated by the community colleges. Institutions should be encouraged to accept the role, and one of those institutions should be selected to serve as repository for such information.

Professional Issues

The category of "professional issues" furnished a rubric under which several concerns were examined. One concern was what constitutes the most appropriate training for community college speech faculty. This issue has growing significance. As Berko pointed out, community college employement has only recently come to be viewed as attractive by professionals interested in teaching in higher education. At least three factors have contributed to this change of attitude. First, the declining number of positions available in four-year colleges and universities. Second, salaries, benefits and the level of security have risen at community colleges. Third, the challenge of the comprehensive community college is attractive to many professionals. Openings that occur in community colleges are increasingly sought after. Thus, the question of what constitutes "best preparation" becomes important. Many institutions have developed graduate programs in community college teaching. Emergence of these programs has emphasized the need to specify the most appropriate role of the speech communication discipline relative to them, as well as to examine the content of the traditional speech graduate programs.

A number of suggestions concerned the components of a "most appropriate" training experience. Berko and others observed the problems that attend high specialization and pointed out that if any capsule advice were to be valuable, it would be that the ideal community college teacher be able to teach in a variety of areas. Participants concluded that not enough is yet known to advise specifically regarding appropriate preparation.

Recommendation:

The ACA should act to initiate a study to determine the most appropriate training for an instructor of speech communication in a community college.

Recommendation:

ACA and SCA should work in conjunction with degree-granting institutions choosing to implement such programs if there is demonstrated need.

The conference achieved no consensus regarding the value of courses in "the community college" or "teaching in the community college." A number of persons noted these courses were sometimes interesting and helpful, but disagreed with suggestions that such courses should be required, either by institutions or by credentialing agencies. The

conclusions reflected the concerns.

Recommendation:

> Courses addressed to the nature of the community college should be made available.

The conferees were nearly unanimous in feeling that such courses should be taught only by professors who have had experience in the community college environment.

Recommendation:

> When universities and colleges offer courses which relate to speech communication in the community college, the course should be taught by an instructor with community college teaching experience.

Conferees emphasized the value of in-service training. Many outlined significant and useful in-service programs they had completed.

Recommendation:

> Community college speech communication faculty members should organize in-service workshops as community service projects.

Participants commented on the value of in-service experiences in the SCA convention short courses. The short courses might be even more attractive if the Association were to devise some credit and record system that would allow participants to present a certificate of participation and successful completion to their institutions.

Recommendation:

> Some method of certification of workshop experiences should be devised in order to establish them as a valid means of professional growth and development.

Even if such a system is slow to come, the discussants supported the value of the experiences.

Recommendation:

> Professional organizations, institutions and instructors should organize and promote in-service training experiences for personal and professional growth.

The conferees underscored the responsibility of community college personnel in planning and presenting workshops.

Recommendation:

> Community college speech communication faculty members should sponsor workshops and similar programs at professional conferences.

Additionally, one specific recommendation concerned with workshop content was made.

Recommendation:

> The SCA community college section should initiate workshops designed to increase understanding of research methodology.

These recommendations highlight the issue of participation in professional organizations. Berko recounted the limited participation by community college faculty in professional organization activities as recently as five years ago. In 1975, community college faculty members comprised less than 10% of the total SCA membership, but even this low figure represents significant growth over the past five years. A community college section has been established in SCA and all of the major journals have community college faculty on their editorial boards. The number of convention programs directly relevant to community college has increased. The conference urged that community college faculty participate

in regional speech associations, the International Communication Association, the American Business Communication Association, the Academy of Management, the SCA, and the ACA. The group made special note of efforts by the Eastern Communication Association on behalf of community college members observing that two separate issues of *Communication Today* have centered on community college issues. Despite positive accomplishments, the conferees recognized the need for additional professional activity.

Recommendation:

> Community college speech communication faculty members must continue to assume the responsibility for increasing professional involvement on the part of their colleagues, as well as recommending persons for appointment to the governing bodies of professional organizations.

The conference participants sought to identify a series of ways in which the professional associations could make needed contributions. Perhaps the most important of these was in the areas of articulation and transferability. Community college students have long endured the problem of threatened and, too frequently, real resistance to the transfer of course work. Many articulation conferences have been held but action tends to require intervention by state agencies. Several states, e.g., Florida, Illinois, Texas, have developed guidelines that provide for credit transfer to four-year, public institutions. As with most things the benefits are not unmixed; gains from insured transferability are balanced by constraints imposed upon the development of new courses, particularly those that might be construed as upper division courses. Nevertheless, progress has been made. Articulation remains, however, a sensitive issue, both with senior institutions and secondary schools.

Recommendation:

> State task forces comprised of representatives of all levels of speech communication in higher education should be established and offered the following charge:
> 1. To provide for free transfer of lower division speech communication courses between community colleges and receiving institutions.
> 2. To promote cooperation among such institutions.
> 3. To make recommendations to appropriate state governing agencies.

One way to improve articulation is for community colleges to aid their faculty to become better known and increase their interaction with professional colleagues at senior colleges and universities.

Recommendation:

> Community college speech communication departments should initiate professional interchange with senior institutions and secondary schools.

Recommendation:

> Faculty exchange programs provide an especially effective method of articulation. Such programs should be widely publicized.

Recommendation:

> Community college administrators should provide practical support for exchange programs.

During the discussion of professional activity, SCA was seen as an appropriate agency to aid both speech instructors and administrators to answer the constant questions and challenges they receive.

Recommendation:

> The SCA should prepare and publish a pamphlet answering the question of "Why Teach Speech?"

Such a publication would be especially valuable in supporting basic and general speech communication courses. Additionally, projections concerning school populations indicate a need for identifying non-academic career opportunities available to those trained in speech communication.

Recommendation:

> The SCA should investigate and initiate a program to promote the visibility and acceptance of speech communication as a valuable and skilled profession in alternative areas of employment.

The participants once again demonstrated their belief that it is incumbent upon community college faculty to assume initiative as they identified an existing service.

Recommendation:

> Institutions desiring external evaluation of speech communication programs should avail themselves of the ACA evaluation services.

Additionally, conferees suggested the SCA community college section should aid in this ACA service by identifying potential consultants with community college expertise.

Recommendation:

> The community college section of the SCA should identify individuals with particular expertise and accomplishments who might serve in a consultative capacity with departments desiring resources, observation and evaluation.

Concluding Recommendations:

To label this segment *concluding* is somewhat misleading, for two sections follow it. The first section is an evaluation of the Conference and the second is an afterword offering some future directions. Each section contains implicit recommendations, but this segment contains the last four *official* recommendations of the conference.

The participants were strong in feeling that many outstanding professionals in the field of speech communication are in community colleges.

Recommendation:

> Those speech communication professionals who are providing strong leadership within individual institutions, communities and the profession should be commended.

The conferees believed the discussion had been sufficiently valuable to bear repeating.

Recommendation:

> A conference similar to the Denver Conference should be convened at an appropriate future date. The elapsed time between conferences should not exceed five years.

Related to this recommendation is one based on frustration with the limited budget of this conference which resulted in inadequate support services. Participants strongly expressed appreciation to Prince George's Community College and William Rainey Harper College for pre- and post-conference production and mailing support, but urged that in the future, provisions should be made for support services at the conference itself.

Recommendation:

> That (future) conference should have professional secretarial service and appropriate duplicating equipment.

Finally, rather than wait five years before reviewing accomplishments, the participants were concerned that the work of this conference be constantly reassessed.

Recommendation:

> There should be some mechanism devised which would provide a yearly assessment of the responses to these recommendations.

Conclusion

Herman Cohen, 1975 SCA President, offered a series of closing remarks. He presented his perceptions of the conference and noted that one major value was the generation of a sense of awareness of the needs of speech professionals in community colleges. He urged that these needs be reviewed in a frame of unity:

> We must regard ourselves as an integrated profession concerned with the improvement of human communication in all spheres through study, teaching, research and scholarship. None of us should have either disdain or awe for other members of our field. These are tough times for the academic world and our profession. We can grow and flourish, but it will take a unified effort by the profession. I regard this conference as an important step in that task.

A major theme of the conference was unity - the unity that comes from a group with common concerns seeking to generate common solutions. None of the participants would contend that all of the problems facing the speech professional in community colleges have been answered, but all would agree that progress was made.

CONFERENCE EVALUATION

Conference planners felt that the impact and impetus of the meeting would be enhanced if a serious attempt was made to evaluate its outcomes. This hope took two major forms. In one instance, a plan was devised to have participants evaluate and comment on the various individual sessions. This was done by asking each participant to respond to the following questions which were provided in duplicate format on NCR paper:

1. What aspects/topics of the discussion seemed of most value to you?
2. If the discussion were to be continued, what issues do you feel deserve extended conversation?
3. What other comments, criticisms, questions, suggestions, etc., do you feel would be germane to this session?

Several weeks after the close of the conference, the various participants each received a questionnaire which elicited commentary in four general areas:

1. Ideas and suggestions for a future national conference:
   a. Conference focus/theme
   b. Small groups (Informal or formal? Proposed topics? Other?)
   c. Speakers (Should there be individuals charged with position papers? If yes, who?)
2. General comments on the 1975 conference.
3. Were there subjects missed that should have been covered?
4. Were there particular techniques that seemed to you to be effective and should be retained?

The questionnaire provided an additional opportunity for participants to offer suggestions as well as a chance to reflect on the conference charge to look forward. Hence, the matter of future implications and orientation emerges in questions 1, 3, and 4. As one might expect, the post-conference evaluations (as well as the post-session summaries) strongly reflected the final recommendations of the conference. Just as the participants were "fixed" on the presentation of substantive conference-end proposals or recommendations, they also were aware of the need to re-examine conference procedures, discussions, and planning. The "General Comments" area reflects importance given to both procedures and topics.

General Comments:

1. The fixed plan for small groups (limited rotation) might have been more flexible, thus allowing more extensive communication among participants.

2. The written summaries could have been produced after each small group session so they would be available for subsequent meetings.

3. The schedule of sessions was too long, too rigorous, too physically and emotionally exhausting, and more rest intervals were needed.

4. Time could have been more efficiently utilized in small group sessions as well as in the conference as a whole.

5. More participation by representatives from smaller colleges and speech communication departments was needed.

6. Funding for the conference should have been sought by the planners, and such support could have been utlized in a variety of conference sectors.

7. The conference participants were highly motivated.

8. The high number of small group sessions caused much repetition and impeded productivity.

9. More time, perhaps another scheduled day, would have alleviated the pressure of time and appointed tasks.

10. Efficient and frequent recording in the small group sessions, more secretarial service throughout the conference were needed.

11. The wide scope of the conference was inappropriate; a narrow, more focused set of goals should have been the order of the meeting.

12. Interpersonal problems arose as roles were established in small groups.

13. A philosophical statement on the mission of the American community college would have been valuable as a device of cohesion, and would have eliminated a number of personal or aberrant issues which arose.

14. The final general session on recommendations would have been aided by having sessions on recommendations at the end of each day.

15. Particular topics, areas of discussion, could have been assigned to the various small groups.

16. Lengthier, research-oriented position papers might have been presented.

Evaluators also responded to the "Topics Not Discussed" area in a way that can be helpful to future conferences. Any developmental conference must recognize that important topics, ideas, or positions arise only to "lose out" to other topics and ideas deemed more important by the participants. The items are valuable to the extent that they represent a cogent statement of the larger conference recommendations.

Topics Deserving Greater Consideration:

1. Cooperation (articulation) with secondary schools and senior institutions.

2. The problems, issues surrounding the development and implementation of interdisciplinary instruction.

3. Developmental and remedial programs such as adult basic education and second language instruction.

4. Activities, directions of other professional conferences.

5. Relationship between speech communication programs and the business-industrial sector of the community or state.

6. Teaching methodology and variations in speech communication curricula.

7. Administrative duties, requirements.

8. Expertise of conference participants.

9. Speech communication career programs.

The editors believe the nature of many developmental conferences tends to disallow certain topics in the rush to identify and discuss those topics which are basic. In fact, the topics which are *not* discussed tend to underscore the seminal or generative value in such conferences, a desirable outcome or conference accomplishment. Such "discovered" topics might be useful for future conferences, and indeed as useful considerations in a variety of professional speech communication endeavors.

Summary

Participants offered criticism on a variety of other matters, and these generally suggested ways to improve future conferences. They felt no strong need for formal presentations, a probable result of the developmental or "workshop" character of the conference. Most held that the invitational submission of brief (3 page) position papers was effective, and that the distribution of these papers prior to the actual meeting was helpful. A few participants contended that the discretionary selection of topics presented problems in duplication, and that the assignment of specific topics by the conference planners would have limited the number of overly broad papers. Other respondents appeared to share the planners' aims in seeking generative, broadly-based as well as narrowly defined professional statements. Apparently, the planners assumed the ground-breaking nature of the conference, and anticipated that a number of participants would feel compelled to present broader professional positions in view of their varied duties and interests. One suggested future alternative would be to include a group of specific research topics that would assist potential participants in their work.

The question of speakers for future conferences drew divided response. Those in favor of inviting such specialists felt that spotlighted statements on relevant topics might serve a strong conference purpose. However, most conferees placed greater value on the developmental and self-generating character of the meeting and felt that any alteration would hinder the planned route to information-sharing as well as the collective and democratic approach to projecting professional goals.

The small group format of the conference drew criticism for various reasons. Some conferees contended that attempts at consensus prior to the introduction of the final conference recommendations was impractical. This group felt a clearer "Where-are-we-now?" picture could have better addressed the diversity of theory and practice that exists in the world of community college speech teachers. Others supported the plan to develop recommendations professionally useful to the greatest number, using the consensus route. The editors believe that the proceedings indicate both diversity and consensus, and that both have been recorded.

DENVER AND BEYOND: An Afterword

The Denver conference is over, but the work of that meeting recorded here looks toward the future. We who attended the conference explored where we are, where we are going, and how we might utilize the best efforts in getting to that high-minded professional objective. As speculation on the conference itself, and on what is in store, the editors believe several statements can be made.

The Role of the SCA

An important role for the Speech Communication Association was stressed at Denver. The conferees made recommendations regarding the Association in the future, and emphasized its value as an initiating and implementing force in the work that must be done.

Whether through research, sponsored conferences or standing commissions, the Denver meeting asserts the SCA must move to address the needs of teachers and students in the nation's 1000-plus community colleges.

The achievement of the goals specified will depend greatly on the type and direction of leadership. For example, will the Speech Communication Association provide adequate advisory assistance? Will speech communication professionals in four-year and graduate institutions voice adequate and responsible concern for the still-emerging role of the community college speech professional? In the minds of many community college speech teachers, the SCA *has not* provided adequate attention to community college concerns in the past, and all-too-often the role of senior institutions has taken on a decidedly patronizing attitude.

The Need for Study

That changes are constant portends well for the future of speech communication in the community college, only so long as they are initiated in response to evident needs. Though often used in Denver, the word, *innovation*, was invariably qualified. Whether used to discuss traditional or alternative non-traditional instruction, the need for departmental flexibility in plannin, curricula, or meeting the varieties of entry/exit learning experiences, new ideas should be welcomed but constantly studied and evaluated.

Of Courses and Programs

Just as speech teachers everywhere are devoted to the issues of their discipline (perhaps a profession is in a dying stage when nothing is contended), the Denver conference gave meticulous attention to many recurring instructional problems. Should we emphasize interpersonal or performance objectives? Should argumentation and persuasion be the order of the day? The issues will continue. But as the conference determined, the best approach will be most consistent with the best the discipline has to offer, when also in concert with the philosophy of each respective institution.

In a world prone to periodically reviewing "basics," a developmental conference serves to explore the value of mandatory speech components in the community college. If the variety of learning audiences plays a governing role in future discussions, then we can expect to see changes in the way, shape, and philosophy of the basic course. Who, for example, will give needed attention to the many problems of teaching speech and drama to elderly American citizens? The apparent uniqueness of the problems which exist in the community college setting requires greater attention in the future. Conference discussions which culminated in a series of recommendations, and not limited to the need for better articulation between two and four-year institutions, stressed the lack of attention in the past to similarities and differences in junior and senior programs.

Awareness of broader and more varied student constituencies argues for new nomenclature, new approaches to the system of student classification traditionally established and utilized. The community college situation argues for something else. Is, for example, a U.S. Navy retiree, complete *with* a college degree, re[illegible] enrolling in a "freshman lower-division course" when signing up for Speech 101? The variety of learning audiences requires continuing attention to the growth and variety of compensatory programs as well.

The Denver conference, and hopefully future meetings, will serve to point up the status quo in community college speech courses. If, as the participants in Denver concluded, many programs are simply the first part of four-year college courses in other clothing, then obviously the so-called career programs are being given less attention than the traditional "transfer" program. As changes occur here, care should be taken that they are accomplished in a manner to sustain the greatest number of educational benefits to the greatest number and variety of students.

The Denver meeting made it possible for teachers to compare notes on emerging career programs, and perhaps it is only natural that career programs with a basic speech communication emphasis would be emphasized. Many potential directions are here, but whichever is taken, career program developers will have to build bridges to the communities they serve. Here will be a major step for speech teachers, getting in touch with their own off-campus, work-a-day environments to develop work-oriented programs that will serve the student, the discipline, and the community.

Teacher Preparation

The Denver conference proposed steps to determine the best form of preparation for the prospective community college teacher. In view of the continuing growth of community colleges and of the simultaneous need for speech teachers in these institutions, clearly this is a pressing need.

The Idea of Service

The idea of service has long dominated the discussion of speech teacher roles. In Denver, participants tended to frame this discussion in terms of aid to other elements, primarily vocational-technical, of the community college. The problems are numerous here, and have been suggested earlier, but one feature of this development seems all important. Speech teachers in community colleges, perhaps more than ever before in academia, will have to consult, work and collaborate with colleagues from other disciplines in forging the most effective speech communication learning experience.

On Future Conferences

Conference participants were not without suggestions for the future. Another similar speech communication conference is urged, as well as periodic updating of the recommendations made in Denver.

One outcome of the meeting was a general feeling that topics identified and discussed deserve greater focus and analysis. This suggests the need for conferees with similar interests to research their topics well in advance of any anticipated meeting. The move to greater analysis of problems or issues, together with subsequent consideration of resolutions, often requires progressively different conferences. Though doubtless, a string of "developmental or issue-oriented" conferences is not *the* answer, particularly if the recommendations are unheeded and not eventually implemented, they constitute part of the answer.

There is something about the close of a conference that is both inspiring and debilitating, uplifting and enervating. Whatever happened at Denver, there was a definite, collective resolve to push forward. There was a sense of achievement, but more in terms of having been there, of having argued and discovered amid all the frustrations, that speech communication in the community college deserves greater attention, and *has* and *is* making a strong contribution to higher education in America as well as to the discipline of speech communication itself.

To paraphrase Bob Dylan's ever-appropriate commentary, the times are changing for speech communication teachers in America's community colleges. Developmental conferences such as that which took place in Denver will do much to help teachers adapt to, as well as take an active leadership role in, the challenges of the future.

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Two-Person Communication Series (David Berlo). BNA Incorporated, 1975. 5-16 mm films. Sound and color. #1: Gathering Good Information: "Get 'Em Up, Scout"; #2: Seeking Understanding and Acceptance: "Try to Tell It Like It Is"; #3: Building a Working Team: "Let's Get Engaged"; #4: Maintaining the Organization: "How Far Can I Trust You"; #5: Helping People Develop: "Don't Tell Me What's Good For Me". COST: All 5, $2,200.00; 4 films, $450.00 each; 3 films, $460.00 each; 2 films, $470.00 each; 1 film $480.00.

INTERVIEWING

Freedom To Choose. Santa Fe Community College, Gainesville, Florida, 1973. 3-U-matic cassettes, black and white, ½" reel.

The Interview. Brandon Film, Inc., 16 mm film, 5 minutes.

INTRAPERSONAL COMMUNICATION (LANGUAGE, PERCEPTION, SELF-CONCEPT)

A Case of Insubordination. Roundtable Films, Inc., 1969. 16 mm film. Sound and black and white. 20 minutes.

Development of the Child Series (Produced by Jerome Kagan and Howard Gardner, Harvard University). Harper and Row Publishers. 3-16 mm films. #1: Infancy, 20 minutes; #2: Language, 20 minutes; #3: Cognition, 20 minutes.

Eye of the Beholder. Stuart Reynolds Productions, 1956. 16 mm film. Sound and color. 25 minutes.

Have I Told You Lately That I Love You. USC Cinema Department, 1957. 16 mm film.

Intrapersonal Communication. Lansford Publishing Company, 1975. 6 cassette tapes, 25 slides, lecture notes. #1: Introduction: Nature of the Internal Communication System; #2: Information: Input and Storage; #3: Perception; #4: Cognition; #5: Organization; #6: Behavior: Output and Feedback. COST: $89.95.

Language: Key to Human Understanding (Samuel Ichiye Hayakawa, Speech delivered to American Humanist Society). McGraw-Hill Sound Seminars, 1965. 1 cassette tape, 50 minutes.

Maslow and Self-Actualization. Psychological Films, 1971. 2-16 mm films. 30 minutes each.

More Than Meets the Eye (a study of man's visual perception). Peter Robeck and Company, Inc. 16 mm film, 40 minutes.

More Than Words. Perennial Education, 1969. 16 mm film.

On Being Yourself: Winners and Losers. Addison-Wesley Publishing Company, Inc., 1975. 140-color slides, 12 minute audio cassette tape (manual or automatic advance cassette). COST: $100.00.

Perception. Argus Communications, 1971. 85 frames. 9 minutes. Color. Filmstrip and record or filmstrip and cassette. COST: $20.00.

Perception. McGraw-Hill Films, 1957. 16 mm film. Sound. Black and white. 17 minutes.

Principles of General Semantics: The Self Concept and Its Role in Communication (Samuel Ichiye Hayakawa). Everett/Edwards, Inc. 1 cassette tape. COST: $15.00.

Self-Actualization (Abraham Maslow). Superscope Library. 1 tape cassette. 54 minutes.

Why Am I Afraid To Tell You Who I Am? Argus Communications. 2 filmstrip. 242 frames. 27 minutes. Color. Filmstrips and record or filmstrips and cassette. COST: $40.00.

LISTENING

Are You Listening? Henry Strauss Productions, 1966. 16 mm film. Sound. Black and white. 13 minutes.

Effective Listening Series. Xerox Corporation, 1964. 4 cassette tapes, Administration Manual, Listener's response book.

Listening: From Sound to Meaning. National Education Association, 1972. Filmstrip, 86 frames. Color. 15 minutes. Filmstrip and cassette tape or record. COST: $16.00.

Listening Is Good Business (Ralph Nichols, Speech delivered in Lincoln, Nebraska, 1965). Unpublished. Available, Prince George's Community College Library, Largo, Maryland. 1 cassette tape. 59 minutes.

The Relevance of Listening: An Individualized Course (Harold D. Sartain). Westinghouse Learning Press, 1976. Self-contained, audio-tutorial program including 1 Instructional Supplement, 1 Student Guide, 1 Diagnostic Survey, 2 Exercise Answer Keys and 24 Cassette tapes. COST: $200.00.

MASS MEDIA

Mass Media: Impact on a Nation. Guidance Associates of New York, 1971. 2 filmstrips, 68 and 76 frames. 2 cassette tapes, 10 and 12 minutes. Color.

Media and Meaning: Human Expression and Technology. Center for Humanities, 1973. 160-2x2" slides. Color. Cassette tape or 2 records, 34 minutes.

This is Marshall McLuhan: The Medium is the Message. McGraw Hill, 1968. 16 mm film. Color. 53 minutes.

NONVERBAL COMMUNICATION

Body Talk. Psychology Today Games, 1972. Card game for 2-10 players. 30-60 minutes. COST: $6.70.

Communication: Nonverbal Agenda. CRM Films. 16 mm film. Sound and color. COST: $450.00. RENTAL: $75.00.

Exchanges. ACI Films, Inc., 1968. 16 mm film.

Faces of Man. Argus Communications, 1971. 78 frames. 6 minutes. Color. Filmstrip and record or filmstrip and cassette. COST: $20.00.

Kinesics: Understanding Body Language. Center for Advanced Study of Human Communication, 1974. 120 frames. 8 minutes. Color. Filmstrip or slides with cassette or record. COST: $37.95 (for slides add $5.00). Each soundstrip comes with content outline, exercises and class discussion activities. Cost of both sets: $64.50 (add $10.00 for slides).

Louder Than Words (Know What I Mean? #4). International Society for General Semantics, 1971. 16 mm film. Color and sound. 17 minutes. COST: $250.00.

Nonverbal Communication (Ernest Beier and James Gill). Psychology Today Reader Service, 1974. 1 cassette tape. COST: $6.95.

Nonverbal Communication: A Resource Package for Teachers (Lois Leubitz and Kathleen M. Galvin). National Textbook Company, 1970. Text, visual and activity material. COST: single copy, $15.00; five or more, $11.25 each.

Proxemics: Space in Human Perspective. Center for Advanced Study of Human Communication, 1974. 120 frames. 10 minutes. Color. Filmstrip or slides with cassette or record. COST: $37.95 (for slides add $5.00).

PUBLIC COMMUNICATION

Audience Analysis. National Center for Audio Tapes, 1961. 1 cassette tape, 30 minutes.

Great American Speeches. Caedmon Records, 1969. 4 volumes, each volume contains two LP records, COST: $13.96; or two cassette tapes, COST: $15.90.

How To Live With Yourself or What to do 'til the Psychiatrist Comes (sample speech). Murmil Associates, Inc., Record. COST: $5.98.

Information Processing. CRM Educational Films. 16 mm film. 29 minutes.

Kennedy/Nixon: Face to Face (four debates). Center for Cassette Studies, Inc., 1960. 4 cassette tapes, approximately 60 minutes each. COST: $12.95 each.

Let's Get Organized. Argus Communications, 1971. Filmstrip. 90 frames. 10 minutes. Color. Filmstrip and record or filmstrip and cassette. COST: $20.00.

TECHNICAL/CAREER COMMUNICATION

Human Relations in Industry and Business: Tips for Supervisors (Dell Lebo). Mc-Graw Hill Sound Seminars, 1969. 1 cassette tape.

Learning Experience Guides for Nursing Students (Anne K. Roe and Mary C. Sherwood). John Wiley and Sons, Inc., 1970. Volume I (2 cassette tapes): Tape 1: Reporting; Tape 2: Communication. Volume IV (5 cassette tapes): Tape 12: Conflicts in Values - Learning Experience Guides for Nursing Students; Tape 13: Diagnoses That Frighten; Tape 14: Use of Personnel; Tape 15: Nurses Outside the Hospital; Tape 16: Conflict Among Generations. 25 page guide included.

ADDRESSES OF PUBLISHERS

Association for Communication Administration, 5205 Leesburg Pike, Suite 1001, Falls Church, VA 22041

ACI Films, Inc., 35 West 45th Street, New York, New York 10036

Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 01867

Argus Communications, 7440 Natchez Avenue, Niles, Illinois 60643

BNA Communications Incorporated, 9401 DeCoverly Hall Road, Rockville, Maryland 20852

Brandon Film, Inc., 221 West 57th Street, New York, New York 10019

Buffalo State University College Film Library, Communications Center, 1300 Elmwood Avenue, Buffalo, New York 14222

CRM Educational Films, 1001 Camino de Mar, Del Mar, California 92014

Caedmon Records, 2700 N. Richardt Avenue, Indianapolis, Indiana 46204

Carousel Films, Inc., 1501 Broadway, New York, New York 10036

Center for Cassette Studies, Inc., 8110 Webb Avenue, North Hollywood, California 91605

Center [illegible] Humanities, 2 Holland Avenue, White Plains, New York 10603

Creative Media, Des Moines, Iowa 50309

Education Filmstrips, 1401-19th Street, Huntsville, Texas 77340

ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210

Everett/Edwards, Inc., P.O. Box 1060, DeLand, Florida 32720

William Greaves Productions, 254 West 94th Street, New York, New York 10019

Guidance Associates of New York, Pleasantville, New York 10570

Harcourt, Brace Jovanovich, Inc., Saddle Brook, New Jersey 07662

Harper and Row, Publishers, 10 East 53rd Street, New York, New York 10022

International Society for General Semantics, P.O. Box 2469, San Francisco, California 94126

Lansford Publishing Company, P.O. Box 8711, San Jose, California 95155

McGraw-Hill Films, 330 West 42nd Street, New York, New York 10036

Mass Media, 2116 N. Charles Street, Baltimore, Maryland 21218

Modern Learning Aids, Rochester, New York 14601

Murmil Associates, Inc., 8 East 63rd Street, New York, New York 10021

National Center for Audio Tapes, Room 320, Stadium Building, University of Colorado, Boulder, Colorado 80302

National Education Association, Order Department, Academic, Westhaven, Connecticut 06516

National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076

Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois 60093

Psychological Films, 205 West 20th Street, Santa Ana, California 92706

Psychology Today Reader Service, P.O. Box 700, Del Mar, California 92014

Peter Robeck and Company, Inc., 230 Park Avenue, New York, New York 10017

Roundtable Films, Inc., 321 South Beverly Drive, Beverly Hills, California 90212

University of Southern California, Film Distribution, Department of Cinema, University Park, Los Angeles, California 90007

Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041

Henry Strauss Productions, 31 W. 53rd Street, New York, New York 10019

Stuart Reynold Productions, 9465 Wilshire Boulevard, Beverly Hills, California 90212

Superscope Library, 455 Fox Street, San Fernando, California 91340

Westinghouse Learning Press, 770 Lucerne Drive, P.O. Box 9035, Sunnyvale, California 94086

John Wiley & Sons, Inc., 605 Third Avenue, New York, New York 10016

Xerox Learning Systems, 30 Buxton Farms Road, Stamford, Connecticut 06904

ABOUT THE PARTICIPANTS

Roy Berko is head of the Communication and Performing Arts Program and an Associate Professor of Communication at Lorain County Community College. A focal point in his work has been that of Quality-Quantity grading contracts.

Steve Collins in an Instructor of Speech at Modesto Junior College, Modesto, California. Steve is Director of Forensics and Director of Staff Development.

Diana Corley is Coordinator of Fundamentals and Assistant Professor of Speech at Black Hawk College, Moline, Illinois. She has a special interest in interracial communication.

Isa Engleberg is Director of Forensics Activities and Coordinator of College Conferences at Prince George's Community College, Largo, Maryland. She has made efforts to adapt forensics to the community in unique ways.

Jo-Ann Graham teachers at the Bronx Community College in New York. One of her particular concerns is to identify ways in which to strengthen communication skills through interdisciplinary programs.

Judy Goldberg is a member of the Speech Communication faculty at Arapahoe Community College, Littleton, Colorado. She served as local arrangements chairperson. Her teaching interests are in the area of family communication.

Cheryl Hamilton is an Instructor at Tarrant County Junior College, Hurst, Texas. She has focused on intercultural communication.

Tim Hegstrom teaches at West Valley College, Campbell, California. He has been active in developing team teaching programs.

James D. Hunter is a faculty member at Nebraska Western College, Scottsbluff, Nebraska. He as a special interest in media application and game theory.

Kendra Jeffcoat instructs in the area of interpersonal communication at Imperial Valley College, Imperial Valley, California. Ms. Jeffcoat has worked with bilingual forensic competition and learning contracts.

Elizabeth Lang teachers at Cuyahoga Community College, Cleveland, Ohio. Ms. Lang has worked with audio-tutorial programs for improvement of articulation and pronunciation.

Joan Leininger is an Associate Professor of Speech at Oakland Community College, Farmington, Michigan. She has developed a career-vocation technical speech program.

Allen Louden is Department Chairperson and Director of Forensics at Northwest Community College, Powell, Wyoming.

M. Jean Metz teaches at Sinclair Community College, Dayton, Ohio. She serves as Director of Forensics and has developed an argumentation and debate program using campus-audience participation.

Arthur Meyer, Florissant Valley Community College, St. Louis, Missouri, was Chairperson of the Communications Division and was the first Chair of the SCA Committee on speech and theatre in the Community College. He served on the planning committee and was SCA's Educational Policies Board representative to the conference.

Don C. Nichols is a faculty member at Odessa College, Odessa, Texas where he has developed a program focusing on speech for the disadvantaged.

Lorene Nichols is a teacher at Longview Community College in Lee's Summit, Missouri. She has paid special attention to individualized instruction.

Melvin J. Schwartz is Director of the Speech and Hearing Clinic at Miami-Dade Community College, Miami, Florida. Professor Schwartz has been instrumental in developing programs and services responsive to communicative disorders.

Richard W. Scott is a speech instructor at Penn Valley Community College, Kansas City, Missouri. He is Director of the Developmental Speech Program and has worked extensively with a speech laboratory.

David L. Serres teaches at Seminole Junior College, Seminole, Oklahoma. He has given special attention to activities which involve members of the community and employs the "Foxfire" approach.

Joan Shields is an instructor at Arapahoe Community College, Littleton, Colorado. She has developed programs concerned with quantitative contract grading.

Barbara Strain is a faculty member at San Antonio College, San Antonio, Texas. Ms. Strain has a special interest in compensatory programs.

Roger Wilbur is Director/Coordinator of Speech Communication at Atlanta Junior College, Atlanta, Georgia.

Darlyn Wolvin is Chairperson of the Division of Speech and Theatre at Prince George's Community College, Largo, Maryland. Ms. Wolvin, one of the original members of the SCA Committee on speech and theatre in the community-junior college, served as chairperson of the conference planning committee.

ABOUT THE EDITORS

Brenda Burchett is Coordinator of the Speech Program at Northern Virginia Community College, Annandale, Virginia. Ms. Burchett holds a special interest in intercultural communication and has worked with career approaches in the basic speech communication course. She prepared the bibliography which accompanies the report.

John Muchmore is a Professor of Speech Communication at William Rainey Harper College in Palantine, Illinois. He holds a special interest in speech communication education and has worked with career education. He served as a member of the planning committee for the conference.

John F. White is Chairperson of the Division of Liberal Arts at William Rainey Harper College. He has worked with intercultural and interdepartmental programs. Professor White was a member of the conference planning committee.

OBSERVERS

Herman Cohen is Professor of Speech Communication at the Pennsylvania State University and immediate Past-President of the SCA.

Frank Dance is Professor of Speech Communication at the University of Denver and represented the Educational Policies Board of SCA.

John Glau is a community college specialist in the state of Colorado's Department of State Services and represented the AACJC.

Robert N. Hall is Associate Executive Secretary of SCA and the staff coordinator of ACA.

Tulsi Saral is the Coordinator of the Communication Science Program at Governors State University in Park Forest, Illinois, and a member of the International Communication Association.

TEACHING THE COMMUNITY COLLEGE STUDENT: METHODS AND PROCEDURES FOR A DEVELOPMENTAL COURSE IN SPEECH COMMUNICATION

by

Barbara Strain and Patricia Wysong

With the establishment of "open-door" policies, many community colleges have assumed the responsibility for instituting programs for students who previously were not eligible for admission to college classes. While these students have been labeled variously as high-risk, educationally-underprepared, disadvantaged, culturally deprived, and low-achieving, the programs have been called remedial, compensatory, or basic skills. Because deficiencies in communication skills contribute significantly to the high-risk students' problems, speech communication departments have been expected to provide compensatory speech courses. However, since the trend has been that each department or college develop its own curriculum, there is a large variation in the nature and function of compensatory courses and a lack of research and resource materials and curriculum information.

The purpose of this article is to describe a "developmental" approach to designing and implementing a course in speech communication for the high-risk student. The first section of the paper briefly reviews the trends in compensatory speech programs. Section Two reviews the attributes of the high-risk student and presents a short study of the students' preferences for speech communication instruction. The third section describes a developmental speech communication course in three areas: (1) interpersonal communication, (2) values clarification, and (3) organization of ideas for communication.

The term developmental refers to a course that identifies basic communication skills and sequentially introduces higher level skills. The developmental course described in this article strives to meet the following criteria:

1. It should reflect the needs, interests, values, and experiences of the student.
2. It should offer each student avenues for developing communication skills that will be beneficial to his personal development and effective in his daily interaction with others.
3. The course must deal with the affective as well as the cognitive area of instruction.
4. It should utilize diagnostic tools to determine the student's communication levels.
5. It should recognize variations in learning styles and provide individualized instruction.
6. Units of learning should be short and sequentially structured.
7. The instructor should be empathetic and willing to use strategies that meet the needs and learning styles of the student.

If the high-risk student has needs, values, and learning styles that differ from the traditional student, then speech communication instruction will also be different. The first section of this paper examines some of the different approaches that have been tried by speech communication instructors.

Trends in Compensatory Speech Programs

Although there are numerous existing speech programs for the high-risk student, there is not one strong, consistent philosophy underlying the various approaches. The trends in compensatory speech programs can be characterized as "corrective," "experience-centered," and as "adapted" public speaking courses. The corrective approach has stressed the acquisition of accepted or standard speech patterns and pronunciation. Donald Smith concluded in 1966 that the mandate to teachers of speech was that "the nation's communication defectives must be taught to use language effectively if they are to have their rightful opportunities to economic security and social growth."[1] Subsequent articles have described courses designed to improve or standardize the student's speech. Richard Lee reported on a program written in behavioral objectives which attempts to help the student identify his characteristic patterns of verbal behavior. Although Lee insists that students are not rewarded for speech of the middle class only, he contends that "the function of remedial instruction is to enable the student to modify his careful speech if he wants to, both in what he says and how he says it."[2] Many of the behavioral objectives described in the article are aimed at teaching students how their speech differs from standard English. The objectives assume that the student will choose to change his speech patterns.

Correction of defects was the only similarity that Theordore Hopf found among the eight compensatory speech programs that he studied.[3] Hopf reported that most of the programs used a mixture of voice and diction courses, English courses, and speech clinics to "correct" students' speech patterns. He contended that:

> it does appear that the current programs provide reward only for the student that either already has the required facility for language or is ready and willing to change his entire life style to meet the middle class criteria necessary for success in the "learned professions."[4]

A second form of compensatory speech education program is that which provides opportunities for speech experiences but may not necessarily provide training beyond that required by the situation. Three teachers reported in *Speech Teacher* on a ghetto class in which students rejected traditional

instruction such as role playing for job interviews or discussions of what to do to make the proper impression.[5] Rather than learn to "get along in Whitey's World," they preferred to retain their own identity. As a result, the class focused on the development of a "viable community action group" organized for the purpose of bringing about community change. Black students were allowed to seek out ways of relating to each other and to their white teachers. Direct communication training was offered only when the students requested it for particular problems encountered in the action group.

The third approach to compensatory speech education has been an adapted public speaking program. Robert Hawkins altered his public speaking course in a two year experimental program for "low-income, under-achieving youth from East. St. Louis."[6] In his classes Hawkins used many training films, allowed the students free choice of subjects for speeches, and experimented with video taping. He also combined his class with dance and music classes for oral interpretation of poetry through music, body expression, and verbal expression. On the basis of his imaginative experiment, Hawkins recommended that students be allowed "to communicate in the classroom in the most meaningful way they know how" and that students should feel free to "open-up" in the classroom.

Before we can competently evaluate the various approaches to speech communication courses for the high-risk student, and before we can recommend a program that will effectively assist high-risk students in solving their communication problems, we must ask some fundamental questions: What are the communication needs of the high-risk student? What does he expect to gain from a course in speech communication? In the next section we examine profiles of the high-risk student in order to better understand his needs, and we report on a short research study designed to ascertain student expectations of the speech communication course.

Student Needs and Preferences for Speech Communication Courses

The communication needs of the student can best be determined by looking at the student himself, and by asking the student what he wants to gain from speech communication courses. From his comprehensive study of compensatory educational programs, John Roueche compiled the following profile of the disadvantaged student in community colleges:

1. Graduated from high school with a low C average or below
2. Is severely deficient in basic skills, i.e., language and mathematics
3. Has poor habits of study (and probably a poor place to study at home)
4. Is weakly motivated, lacking home encouragement to continue in school
5. Has unrealistic and ill-defined goals
6. Represents home with minimal cultural advantages and minimum standards of living
7. Is the first of his/her family to attend college, hence having a minimum understanding of what college requires or what opportunities it offers.[7]

While Rouche's profile is accurate and consistent with other reports of the high-risk student, it does neglect the adult who is returning to school and the very capable, but underprepared, student who finds that he needs a review of basic skills. Since Roueche focuses on the characteristics that make disadvantaged students such a high-risk academically, we should note that Robert L. Williams has compiled a list of academically promising characteristics he found in some disadvantaged students: willingness to accept personal responsibility, positive self-image, ability for creative thinking, special talents, motivation to improve their life situation, and persistance.[8]

Since objective reports of student characteristics should be combined with what the student sees as his needs, we conducted a survey of student preferences for instruction in speech communication in the Fall of 1972 at San Antonio College. Two hundred students enrolled in the compensatory speech course ranked their preferences in four content areas: interpersonal communication, public speaking, personal development through speech correction or language development, and communicating through drama and poetry (see Figure 1). The survey responses indicate overwhelmingly that the high-risk students desire instruction in interpersonal communication (see Figures 2 and 3). The survey responses show that speech correction options are chosen in only a few cases. The implication is that instruction in voice and diction or in standard English patterns should be available but should not be required in a compensatory program. The survey also indicates that students who want to learn public speaking do not show a corresponding desire to become better listeners. This undoubtedly means that students are less interested in a passive learning situation, and that they do not appreciate the value of critical listening. Speech communication courses should, therefore, seek to make critical listening important and involving.

Section three is a description of a developmental course in speech communication that was developed for the high-risk student population at San Antonio College. We describe instructional objectives and strategies in interpersonal communication, values clarification and organization of ideas. In each area, we have attempted to meet specific needs of the high-risk student.

Figure 1. Survey Questions

Show what you would like to learn in this course by marking your 1st, 2nd, 3rd, 4th, 5th, and 6th choice in the space given.

_____1. Learn how to start communication when it has broken down.

_____2. Learn how to communicate better with friends, family and co-workers.

_____3. Learn how to make speeches.

_____4. Learn to listen to speeches.

_____5. Correct errors in my own speech.

_____6. Learn to pronounce new words.

_____7. Learn how to communicate through poetry.

_____8. Learn how to communicate through drama.

Figure 2. First Place Rankings

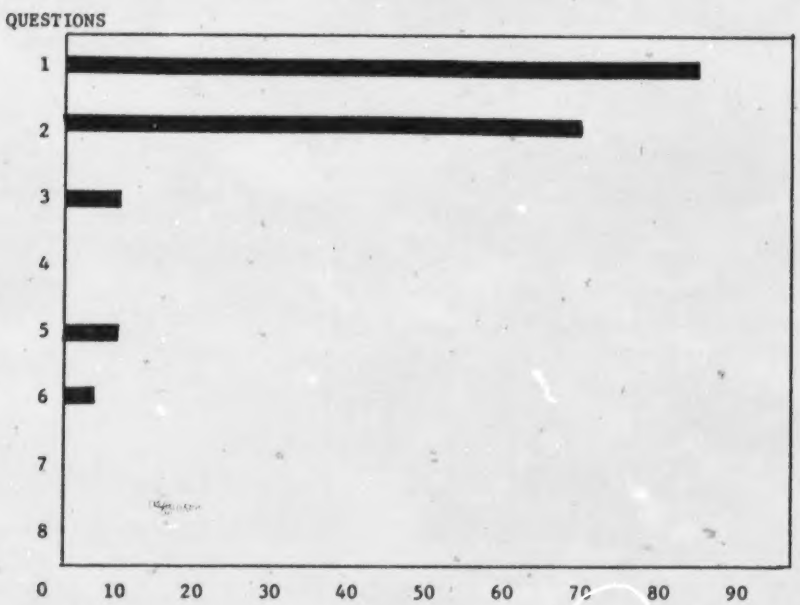

Figure 3. Frequency Distribution of Preferences

Questions	Rank 1	2	3	4	5	6
1	85	31	62	6	10	5
2	70	65	20	29	5	11
3	10	31	5	50	20	50
4	0	0	5	11	29	50
5	10	0	5	50	20	50
6	5	5	5	11	29	50
7	0	0	5	10	10	10
8	0	0	0	11	5	10

A Developmental Course in Speech Communication

INTERPERSONAL COMMUNICATION

Rationale. An interpersonal communication approach best reflects the daily needs of the high-risk student. As Joseph Ilardo has pointed out:

> Interpersonal Communication makes value judgments that are reflective of the very values in human life which seem to be emerging in our age of transition. The emphasis on understanding rather than control, sensitivity rather than influence, interaction rather than one-way communication reveals that interpersonal communication is based on value judgments very different from those on which rests public speaking.[9]

Along with the need to get along with others, the disadvantaged student needs self-awareness and peer group reinforcements. Interpersonal activities and analyses of communication situations provide opportunities for the student to examine his own speech behavior, to react to the behavior of his peers, to add to his speech behavior patterns, and, in so doing, increase his own self-esteem and develop sensitivity to others.

Strategies. The instructional strategies for the developmental speech communication course must satisfy the requirements which were established by Bloom[10] and related to the speech communication course by Brooks.[11] These require that students: (1) know what it is they are trying to learn, (2) value the objectives toward which they are striving, (3) be actively involved rather than being passive, and (4) receive feedback and confirmation of learning. The three elements necessary in interpersonal strategies to meet Brooks requirements are motivation, involvement, and modification of behavior.

Motivation stems from two aspects, meeting his needs and actively involving the student in communication activities. Focusing on the communicative needs of the student motivates him for four reasons:

1. It addresses his personal needs.
2. It appeals to his desires to share himself and his ideas.
3. It provides him opportunities for new relationships.
4. It eventually provides satisfaction from needs met through effective communication.

Student participation serves as a motivating factor because he communicates successfully in classroom activities. As positive feedback comes from his classmates, his behavior is reinforced, increasing motivation and stimulating him toward more active participation.

Students become involved in communication activities which lead to or evoke responses that can be discussed, and analyzed. Finally the students make decisions regarding modification of communication behaviors. Involvement is also achieved through the use of individualized learning packets.[12] The packets motivate and involve the student because he can move at his own pace, see that he is succeeding, and receive immediate reward. Ellen Ritter has recently emphasized the need for teachers of departmental courses to use these kinds of materials.[13]

Involvement can be intensified by the use of discussion. Rouche reports that discussion is crucial for building positive student perceptions in developmental classes.[14] A discussion approach involves creating a classroom which is characterized by extensive student participation, lack of excessive instructor direction, and, most important, discussion of ideas related to personal experience. The speech communication classroom instructional strategies are often based on the discussion-interaction model, and the instructor takes the role of facilitator for the group. This approach seems to be the most effective instructional mode for the developmental speech communication course.

The MIM (Motivation-Involvement-Modification) paridigm is consistent with the needs of disadvantaged, i.e., to have "relevant," "practical," "inductive," "highly participatory," "discussion-based," and "life-related" instruction.[15] The procedures must be relevant in order to motivate the student. The procedures must be participatory so that the student may experience for himself the aspects of communicative behavior. Finally, the procedures must demonstrate to the student that the communicative behavior has practical benefit in his daily communication. When these criteria are met then the modification of communication behavior is possible.

VALUES CLARIFICATION

The Values Clarification Approach, as developed by Louis Raths, can be used as a valuable tool which assists the student in the clarification of his own values in relation to the concepts and patterns of oral communication.[16] Hall describes this approach as

> .....a methodology or process by which we help persons to discover through their behavior, through their feelings, through their ideas, what important choices they have made that they are continually, in fact, acting upon in and through their lives. If a person is living on sets of values assimilated from his upbringing rather than chosen, then he is moving in directions and has goals that are hidden from him and that he is not aware of. It is only as I clarify what choices there are which have a major influence on my personality that I can really understand who I am and where it is that I am going. I can hardly understand where I am going and what goals I want to form if I am not aware of choices I have already made.... Values clarification is a method that helps people to clarify what these underlying choices are.[17]

Through the use of this process the instructor will direct the student toward fundamental goals: a deeper understanding of self, greater appreciation of others, and a framework for decisions about the patterns of communication which he will utilize in his daily living.

To explain the role of values clarification in the developmental classroom, we begin with a presentation of the rationale for the inclusion of values clarification. Second, we briefly describe the objectives of values clarification. Finally, we will outline the methodology and role of values clarification in the cognitive and affective areas of speech communication instruction.

Rationale. The rationale for the inclusion of values clarification as a teaching strategy is its relevancy to the needs of the student. Explorations of cultural communication show that the values inculcated by the individual will be reflected in his vocabulary, his expression of ideas, his choice of topics to discuss, his attitude toward listening, and in all areas of his communicative interaction with others.

Many writers who have studied the disadvantaged student comment on the value differences. Gordon and Wilkerson discuss the differences between the values of the student and the values that are traditionally associated with the school curriculum.[18] Raths says that "they do not feel a part and they have not reaped the benefits of the rewards of school achievement...a high priority value in the dominant culture."[19] These value differences have implications for communication instruction in three ways:

1. The personal aspect of self relates to interpersonal communication and values systems and orientations.
2. The use of patterns of oral communication reflects understanding values that vary from subculture to subculture.

3. Changes in communication patterns may require changes in values.

Since values are fundamental to the patterns of communication used by each person an understanding of those values should help the student see the relationship between his values and his communication.

Objectives. The basic objectives of values clarification are to help the individual know what he values, how he chose his values, and whether or not his values seem consistent with his own self-image. In addition, values-clarification in the communication classroom should help the student: (1) understand the nature of his value clashes with the other systems in the culture; (2) determine whether or not he has chosen and wishes to keep the values that he has learned from his subculture; (3) resolve conflicts with the larger society in matters of school expectations, personal, and professional goals; and (4) recognize that differences in values do not mean that one value is superior to the other. When a student can use values clarification for himself, he should be able to communicate more effectively about important issues, concerns, conflicts, and goals.

Methods. Within the developmental classroom values clarification can be used to form a bridge between the affective and cognitive areas. Since both feelings and thought are explored in the valuing process, it forms a supportive academic framework that encases all the dimensions of individual human communication. For example, the value systems of different ethnic groups vary, and the communication patterns which are reflective of the underlying values differ. As Ritter insists, the community college teacher must deal with the issues of upward mobility and language standards.[20] Students do recognize that communication instruction, "carries social and economic implications as well as educational purposes."[21] So in this instance it is appropriate for the instructor to deal with the values aspect of communication. The perceived need of many students for upward mobility and the related conflicts between "accepted" or "standard" communication patterns mandate instruction in values clarification prior to instruction in language or dialect change so that the student has clarified his decision. The instructor should guide the student to clarify his own position rather than tell the student that all speakers of nonstandard English should adapt to American Standard English.

Values-clarification focuses on the process of valuing which is concerned with how people come to hold certain beliefs and establish certain behavior patterns. In the speech communication context, values clarification instruction utilizes Raths' concepts of choosing, prizing and acting.[22] The instructor serves as a facilitator by using the specific method of "asking clarifying questions" when responding to things the student does or says.[23] The student is taught to use the questions and the process in order to become more aware of his values and subsequently to determine the values which underpin his communication patterns.

Raths has proposed seven questions for students to use in clarifying their own values.

1. Are you proud of your position?
2. Have you publicly affirmed your position?
3. Have you chosen your position from alternatives?
4. Have you chosen your position after thoughtful consideration of the pros and cons and consequences?
5. Have you chosen your position freely?
6. Have you acted on or done anything about your beliefs?
7. Have you acted either with repetition, pattern, or consistency on this issue?[24]

A second valuable procedure for the communication classroom is the use of the Value Sheet. Students begin with a principle related to the subject matter followed by a series of questions designed to carry the students through the value clarifying process with that principle.[25] The Communication Value Sheet (see Figure 4) was developed from the principles described by Raths.

The use of the process of values clarification involves many additional techniques and procedures.[26] Instructors of the developmental course are encouraged to take advantage of the instruction offered in Values Clarification Workshops.[27] When the instructor has elected to work with students who represent various ethnic groups, the basic cultural differences represented by values become primary in importance, and skill in using the process is mandatory.

As the instructor utilizes the strategy of values clarification he has united the affective and the cognitive areas of learning within the value structure. Since learning is hierarchically related the application level can best be reached by moving through instruction that treats facts, concepts and values. Certainly in the developmental classroom the values related to communication patterns must be considered.

A LANGUAGE-BASED APPROACH TO ORGANIZING IDEAS

Rationale. Communication skills courses and public speaking courses have traditionally taught the principles of organizing information. However, teachers have noted that instruction in the

mechanics of outlining does not always develop skill in the structuring of information. The traditional method of teaching organization is ineffective for high-risk students because it assumes a grasp of concepts such as classification, subordination, and coordination which are prerequisites to the ability to structure ideas.

The purpose of the teaching sequence presented in this section is to develop a more basic approach to the learning of organizational skills. In this language-based sequence the student learns the language relationships between words and ideas, and on that basis learns to abstract, classify, subordinate and coordinate. Other methods of teaching organization have failed because they did not identify the linguistic or semantic basis of relationships between ideas. The student must be able to use language to identify relationships between ideas expressed in language.

Methods. The instructional content of this approach is divided into six units. In each unit the instructor introduces the content material with slides and discussion, and a series of worksheets provide practice in using the concepts and skills of that unit. The sequence of learning is programmed in small steps so that the student may respond correctly. The vocabulary used in the worksheets is adapted to accommodate the academic level of the student. Upon successful completion of the unit worksheets, the student demonstrates his proficiency in a post-test and an oral performance. A description of the content, instructional objectives, and examples of instructional procedures for each unit follows.

Figure 4. Values Sheet Language Use

Each word given in Black slang is also given in its Standard English wording.

spade	a black
jive	kidding
dude	male member of the black race
rip off	to steal
right on	giving of approval

Directions: After reading the vocabulary lists answer the questions. Think through your answers and respond by writing your answers to the questions.

1. Write your reaction to the vocabulary list.

2. Under what circumstances do you think the Black slang should be used? Check the reply you prefer.

   _____I don't use Black slang.
   _____Black slang belongs to Blacks.
   _____I use several of the Black slang words.
   _____I use Black slang words often.
   _____(Write any other choice that better describes your choice.)

3. What do you think of the suitability of Black slang for daily language use? Would Black slang be more suitable or less suitable if it were Mexican-American slang or Anglo-American slang? Discuss.

4. Return to Question 1 and put an x by the reply you would make to this. Under what circumstances do you think the slang of your ethnic group should be used?

5. How do you explain any differences in your answers to questions 1 and 4?

6. What is your position now on the use of ethnic slang? Discuss.

UNIT I: RECOGNITION OF ABSTRACT AND CONCRETE

CONTENT

Unit I introduces the concept of language as a system of symbols. The unit is based on Hayakawa's ladder of abstraction, showing the relationship between abstract and concrete symbols.[28] Three definitions are important to this unit. A symbol is defined as something that stands for something else. An abstract symbol is a symbol which can stand for many things, or which stands for something intangible. A concrete symbol is a symbol which stands for one tangible thing.

STUDENT OBJECTIVES

1. To recognize that language is a system of symbols used to represent objects, events, places, people, and ideas in his environment.
2. To recognize that symbols can be more or less abstract or concrete.

PROCEDURES

Procedures begin with the introduction of the visual symbols shown on Figure 5.

Figure 5. Recognition of Abstract

Most students recognize that the Rexall and the poison sign have only one meaning, but that the heart has a literal meaning as well as several other meanings or implications. The instructor identifies the heart as an abstract symbol and introduces the definition of abstract.

A second series of symbols, as shown on Figure 6, illustrates the concept of concrete symbols.

Figure 6. Recognition of Concrete

The series begins with a circle which the instructor identified as an abstract symbol. Additional details limit the possible meanings associated with the second circle. The final symbol has a circle with enough additional details to restrict the naming of the symbol to one label: clock. The instructor identifies the clock picture as a concrete symbol and introduces the definition of concrete. Worksheets provide practice in the identification and discrimination of abstract symbols, in the identification and discrimination of concrete symbols, in the identification of abstract sentences, and in rewriting abstract sentences in more concrete terms. Examples from the worksheets are shown on Figure 7.

Figure 7. Identification and Discrimination of Symbols

1. Check the more concrete term in each group of two terms:

___ vegetable	_X_ Senator
_X_ brocolli	___ Congressman

2. Check the more abstract term in each group of terms:

___ dance	_X_ academic subject
___ Rhumba	___ History 412
_X_ movement	___ history

Figure 7 (cont'd)

3. Check the more abstract statement in each group of sentences:

   _X_ The girls studied music.

   ___ Mary and Linda took piano lessons for two years.

4. Make the abstract sentence more concrete by adding details:

   Abstract--The students read their textbooks.

   The freshmen students read their algebra textbooks.

UNIT II: ARRANGING SYMBOLS ON THE LADDER OF ABSTRACTION

Content

The content is also based on the work of Hayakawa. The instructor begins with the explanation of the ladder of abstraction as the arrangement of the symbols according to the level of meaning, moving from abstract to concrete, as shown in Figure 8.

Figure 8

LADDER OF ABSTRACTION

transportation	(abstract)
automobile	(less abstract)
Chevrolet	(becoming concrete)
Corvette	(concrete)

STUDENT OBJECTIVE

To recognize that related symbols exist on a variable ladder of abstraction, from the very abstract to the very concrete.

PROCEDURES

Worksheets provide practice in naming and arranging related symbols in order of meaning, as shown on Figure 9.

Figure 9. Naming and Arranging Related Symbols

1. Rearrange the given symbols to construct a ladder of abstraction.

   Given: picture phone
   telephone
   electronic communication
   communication

   communication
   electronic communication
   telephone
   picture phone

2. Name a more concrete symbol for the given symbol.

   holiday — Easter

   movie — Love Story

3. Name an abstract symbol for the concrete symbol given.

   flower — rose

   furniture — chair

Figure 9 (cont'd)

4. Construct a ladder of abstraction beginning with the given abstract symbol.

book

novel

The Godfather

UNIT III. GROUPING INFORMATION BY COMMON CHARACTERISTICS

Content

The process of abstracting is the act of attending to some characteristics while omitting others. Items share common characteristics, such as color, shape, size, which are identified and used for grouping items.

Student Objectives

To group symbols for people, places, objects, events, and ideas under common characteristics.

Procedures

As shown on Figure 10, in the worksheets the student labels common characteristics for groups of symbols or identifies related items and groups them under appropriate common characteristics.

Figure 10. Common Characteristics

1. Label the common characteristics for each group of symbols.

CC: flowers	CC: transportation
Items: tulip	Items: automobile
rose	steamship
orchid	lunar module

2. Identify the related items in the list of symbols, and establish two groups under different common characteristics.

Items: night	CC: black	CC: jewelry
lead	Items: night	Items: ring
ring	asphalt	necklace
asphalt	lead	watch
watch		
necklace		

UNIT IV: IDENTIFICATION AND ANALYSIS OF COMMON CHARACTERISTICS WITH A DIVIDING TERM

Content

Many times skill in identifying relationships between symbols is hampered by a lack of vocabulary for labeling. Unit IV is designed to aid the student in developing an abstract vocabulary for naming common characteristics and dividing them into subordinate parts, or into subcharacteristics. The core of the unit is a list of possible bases of classification, called dividing terms. A partial list of dividing terms is shown in Figure 11.

Figure 11. Dividing Terms

colors	elements	problems	opinions	uses
sizes	directions	solutions	reasons	methods
shapes	causes	ages	types	steps
parts	effects	emotions	rules	sections
jobs	origins	locations		

Student Objectives

1. To learn vocabulary words for stating common characteristics.
2. To analyze groups of ideas for common characteristics among those ideas.
3. To analyze a common characteristic for its subordinate parts, its subcharacteristics.

Procedures

Worksheets, shown in Figure 12, provide practice in dividing common characteristics into subordinate characteristics and in regrouping items.

Figure 12. Dividing Common Characteristics

1. Name a dividing term which will divide the given common characteristic into subcharacteristics and name the subcharacteristics.

   CC: Pollution

   Dividing Term: Kinds

   First subcharacteristic: air pollution
   Second subcharacteristic: water pollution

2. Name a dividing term which will divide the given common characteristic into appropriate subcharacteristics. Name the subcharacteristics and regroup the items.

   CC: Pollution

   Items: soot
   carbon monoxide
   lead
   chemical waste

   Dividing term: Origins

   First subcharacteristic: automotive

   Items: carbon monoxide
   lead

   Second subcharacteristic: industrial

   Items: soot
   chemical

UNIT V: DIVIDING GENERAL SENTENCES AND COMMON CHARACTERISTIC SENTENCES

Content

All the concepts and skills introduced in Units I-IV are necessary in the organization of ideas. Unit V requires the student to perform similar exercises in grouping, labeling of common characteristics, and dividing of common characteristics with comparative sentences. Unit V develops four terms for discussing organization. (1) at the highest level of abstraction the *general sentence* for stating the common characteristic for a whole speech, known as the central idea in traditional speech texts, (2) at the second highest level of abstraction the *common characteristic sentence* for stating the subdividions of the general sentence, known as the main idea in speech instruction, (3) the *subcharacteristic sentence* for stating the subdivisions of a common characteristic, usually called subordinate points, and (4) the *specific sentence* for relating specific information, known as supporting materials.

Student Objectives

1. To recognize that a general sentence contains the common characteristic for a whole body of information.
2. To divide the general sentence into common characteristic sentences.
3. To divide the common characteristic sentences into subcharacteristic sentences.

Procedures

Worksheets provide practice in dividing a general sentence into common characteristic sentences and in dividing common characteristic sentences into subcharacteristic sentences, as shown on Figure 13.

Figure 13. Organizing Sentences

1. Name a dividing term and divide the general sentence into two common characteristic sentences:

   General Sentence: There are many possible solutions to the pollution problem.

   Dividing Term: solutions

   CC Sentence: One possible solution is to enact more stringent laws on pollution control.

   CC Sentence: Another possible solution is for citizens to assume personal responsibility.

2. Name a dividing term and divide the common characteristic sentence given into at least 2 subcharacteristic sentences.

   CC Sentence: One possible solution is to enact more stringent laws on pollution control.

   Dividing Term: kinds of laws

   Subcharacteristic Sentence: One kind of law is that which sets penalties for industrial pollution.

   Subcharacteristic Sentence: Other laws set standards for purity of water in communities.

UNIT VI: ORGANIZING INFORMATION FOR PRESENTATION

Student Objectives

1. To independently choose a subject and find related information about that subject.
2. To utilize the principles of organization in structuring the information for presentation.

Procedures

Two speech assignments provide practice in grouping information for presentation.

1. The student chooses common characteristics for grouping the steps in some process or procedure, writes a general sentence, and groups the steps under his common characteristic sentences or subcharacteristic sentences.
2. Another speech assignment requires the student to answer a question on some American social problem. He selects articles from books on current American social problems which have been chosen for relevancy and for reading level of the student.[29] The student lists the sources he uses. Then he chooses a dividing term for partitioning his general sentence into common characteristics. If necessary, he divides the common characteristics into subcharacteristics. After choosing specific sentences from the articles he has read, he groups these sentences under appropriate common characteristic or subcharacteristic sentences. He then presents his material from his outline or organizational plan.

Unit Summary

This language based approach teaches organization as a skill fundamental to all communicative activities.[30] The goal of the approach is to teach students to successfully organize a body of information for coherent presentation to some audience, whether in an interpersonal, business, or public speaking situation. It focuses on the concepts of coordination, classification, and subordination which are necessary for structuring information. This approach has been used successfully for five years to teach organizational skills in a developmental speech course at San Antonio College.[31]

This method is especially advantageous with the high-risk student because, while he masters organizational skills, he is developing consciousness of his language. The student learns that there are varying degrees of abstraction and that the words we use vary in the degree that they correspond to the referent. Thus, the student learns to discriminate among ideas, and choose his language more clearly. As John Stewart says,

> Speech scholars and general semanticists agree that if the language-use forces himself to back down the abstraction ladder, he will eventually reach the objective level, where words are clearly names of "referents," "designata," or "process-events."[32]

This meaningful approach to clarity of expression gives the student a fresh understanding of language and the process of teaching-learning becomes significantly related to life. As I.A. Richards contends in *Interpretation in Teaching*.

> There are trivial ways of studying language which have no connection with life, and these we need to clear out of our schools. But a deeper and more thorough study of our use of words is at every point a study of our way of living.[33]

CONCLUSION

The developmental strategies outlined in this article and the content areas chosen for the high-risk student reflect his communication needs and preferences. If the community college and the Speech Communication Department admit the high-risk student, then they must address his needs. The task has been aptly described in *Higher Education and the Disadvantaged Student:*

> The introduction of new curriculum content and the reorganization of existing course materials must be guided by systematic efforts to identify the students' level of academic performance. Specialists in communication and mathematical skills and experts in programmed instruction should be consulted in adopting new pedagogic techniques that may prove to be of value. Instructional strategies will probably range across the spectrum, from tightly organized, step-by-step materials, which are organized

> to ensure progress, to broad, unstructured situations which demand initiative, imagination, and a high investment of energy on the part of the student. Most important, the particular pedagogic methods used should be tailored to the level of the student, to the kind of information that will involve him in learning, and to the tasks that he will perform on the job after college. The most vital consideration is that the student, as a result of his educational experience, become able to operate as an independent, effective problem-solver in the subject area which he has covered.[34]

A speech communication course is the ideal subject matter for the student who is enrolled in a developmental education curriculum because within that subject matter is a set of knowledge which unites personal, social and work concerns. Developmental instruction in interpersonal communication, values clarification, and a language-based organizational program in the speech communication course can meet the needs of the high-risk student and provide him opportunities for successful learning and satisfaction gained from effective communication.

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READERS THEATRE AND EVENING SCHOOL: A PERFECT MATCH

James L. Johnson

Origins of the Class

During my years as a forensic competitor, I was obsessed with the acquisition of gold--those hideous little statues that my mother so proudly displayed on our television set. Today those awards are gathering dust in some forgotten corner of my parents' attic. The excitement of winning them faded long ago. Quite unlike those ancient battles for first, second and third place, the forensic activity that produced the greatest satisfaction was involvement as a speaker in community related programs.

As an undergraduate and graduate student at California State College, Hayward, I participated in a community symposium program, the purpose of which was to provide clubs, churches, civic groups, high schools, etc., with student speakers and debators addressing themselves to current social, political and economic questions of the day. This program opened a dialogue between speaker and audience, producing, on most occasions, an open forum of ideas and points of view. The opportunity to make our voices heard in the community added an exciting dimension to forensics involvement.

During my first year as an instructor at Modesto Junior College I was asked to re-establish a readers theatre program which had ended with the departure of a former department member. For one whose only experience with readers theatre was a small part in a production of *Under Milkwood*, this was a challenging assignment. Describing the value of my community oriented work to my department chairperson, I was surprised to learn that no such program existed at Modesto Junior College. And so, borrowing ideas from Hayward, I established the Modesto Junior College Community Symposium.

The department began by advertising in the local newspaper and by sending out flyers describing our program, which offered a variety of readers theatre programs plus debate and discussion topics. The response from the community was immediate--desperate program and entertainment chairpersons began requesting anything that was available. It soon became apparent that the community was far more interested in hearing Dr. Suess, Jules Feiffer and Ray Bradbury than they were in debaters arguing the pros and cons of energy conservation. And so the Community Symposium became almost exclusively a community readers theatre program. The interest was such that we began receiving invitations two and three times a week for the entire school year. To meet this demand a repertory group of forensic students was formed. Their reward was the experience of performing before a wide variety of community groups, receiving free meals and being awarded assorted ribbons, plaques and certificates of appreciation.

The publicity and wide exposure that our group received led a number of people to inquire if any class in readers theatre existed for beginners who would like to experience reading aloud in the company of other beginners. This community interest led to the establishment of an evening Readers Theatre Workshop, which in the last four years has become one of the most popular course offerings in the Modesto Junior College Speech Department.

The purpose of this paper is to describe the nature of our evening readers theatre program, and how it has led the Modesto Junior College Speech Department to reach a large new segment of our adult community.

Readers Theatre Workshop

The workshop is designed to parallel the traditional forensic and drama workshops which allow the student to repeat the course for variable units. Under our system the student may receive 1/2 to 2 units of credit each semester. The class may be repeated as often as the student wishes for a maximum total of 4 units. The units received are determined by the amount of work and participation in the class. At Modesto Junior College these units are applied toward the 4-unit activities requirement needed to obtain the Associate of Arts degree.

As a beginning workshop, the class is aimed at the student who has had little or no experience in drama, oral interpretation, or readers theatre. Students are given opportunities to perform in various types of programs ranging from children's literature to Shakespeare. Offering the basic tools of oral interpretation and readers theatre, the class allows the student to work at his or her own pace, in the direction he or she wishes. For example, the grade school teacher is able to concentrate on adapting and performing children's literature, while the minister works with material suitable for religiously oriented programs.

Many of the students who enroll in the workshop have expressed to the class that they have always had an interest in the performing arts. Unfortunately, because of work schedules, the fear of standing alone before a group, the inability to memorize lines, and any number of other reasons, they have avoided drama or oral interpretation classes. As one of my students once said, "I have always been a closet thespian. Readers theatre is the first chance I have had to come out."

Class assignments take a progressive approach, designed to give the student a variety of literary experiences. Beginning with simple dialogues taken from newspapers, magazines, plays, etc., the class moves on to humorous material, radio dramas, mystery, horror and science fiction selections, one-act plays, choral readings, and finally student projects.

Because the workshop meets one night a week for three hours, problems arise with material requiring a great amount of rehearsal time. To overcome this I try to limit the projects to material ranging from ten to fifteen minutes. Students are thus able to work in small groups for two weeks before presenting their programs to the entire class. This enables the groups to rehearse all of the first session and half of the second session--presenting their programs

during the final half of the second week. A class discussion follows each performance, evaluating its strengths and weaknesses.

Grading is determined by the extent and quality of student involvement. If a student has actively participated for an entire semester, this would probably result in a grade of "B". If that same student were to adapt his own program, cast and direct it--his grade would probably be an "A".

The Students

Typical of many evening classes, the Readers Theatre Workshop draws from a wide and varied segment of the community. The students range in ages from 17 to 62, with about an equal number of men and women. Included in this group are teachers, ministers, salesmen, housewives, students, policemen, mailmen, local film makers, radio personalities, one prison guard, a bartender, and a local worm farmer. This variety of ages and backgrounds gives the director the opportunity to cast students in parts best reflecting their own experience. Recently, a program was prepared on parent/child relationships that effectively utilized class members in roles portraying the two generations. Other programs included material on aging, Chicano literature, the early development of radio, the depression years, religion, and Lenny Bruce.

The experience of younger students working together with older students on a common project has produced in our class a feeling of mutual friendship and respect. Competition, be it for grades or to be the best group in the class, is almost non-existent. The workshop has evolved into more of a club than a class, with many students returning semester after semester, long after full credit was received. A local secretary holds the record--nine consecutive semesters.

At the end of each semester I ask the students to write a critique evaluating the course. The two that are most memorable expressed how the course had affected their individual perceptions of themselves and other people. The first, from a 58-year-old insurance salesman, said that because of the class, for the first time in his life his feelings and attitudes toward blacks had taken a complete reversal. Having had the opportunity to work and interact with minority students, he could now see that they shared the same feelings and goals as himself. For the first time in his life he was able to recognize the absurdity of his prejudice. The second is from a housewife with eight children who saw the class as her first opportunity in years to actively participate in a role other than that of housewife and mother.

Activities and Community Involvement

The community readers theatre program which originally included only day forensic students is today handled entirely through the evening class. Students, eager to test material prepared in class, have the opportunity to perform in a variety of community settings. The students, in addition to performing, recruit new students with an almost evangelical spirit. The groups are usually pleasantly surprised when they see that the workshop is not comprised exclusively of younger students. This has proved to be a great help in bringing new students into the program. Seeing people like themselves performing programs and having fun at it is an incentive to give the class a try.

The steady growth of the workshop ultimately led to the need and creation of a new class: Advanced Readers Theatre Workshop. This year our department is offering two evening readers theatre classes, each with a full enrollment of approximately thirty students. Members of the advanced class are used as assistants in the beginning workshop--directing, helping students in their script adaptations, and occasionally filling in as readers.

In addition to involvement in the community program, many evening students are arranging their weekend schedules to allow them to participate in forensic competition. Our speech squad is unique in that we have students in their 20's, 30's, 40's, 50's and 60's, as well as teenage competitors. Such events as oral interpretation, readers theatre, and duet acting are the obvious starting points for the evening student. But once involved they tend to branch out and try other events such as persuasive and informative speaking. No one has yet to make the move from readers theatre to debate, but I am certain the day will soon come. Last year two of our evening students, ages 60 and 54, were named the outstanding oral interpretation competitors in California state competition. Several weeks later, the mother of eight placed third in national junior college competition, all of which dispells the myth, in this context at least, that late starters finish last.

Many students are attracted to readers theatre because of its unlimited creative possibilities. Student projects often blend readers theatre with other forms of expression such as dance, film, sound, music, and slides--often creating an exciting multi-media approach. One of my most enjoyable productions was a multi-media tribute to the past glory of old-time radio. The program called for eight readers, documentary films, slides, music, and sound effects. Fortunately, our class included a film maker, a radio program director, and a media video tape expert. Their combined expertise, together with a most enthusiastic group of student readers, helped produce a very successful show.

The class also is used to prepare special programs appropriate for holidays and events. This past Halloween a group of students taped an original horror story, providing their own sound effects and music. The program was aired at midnight on a local ratio station. Thanksgiving and Christmas programs are prepared for use in our community.

Last year, members of the Readers Theatre Workshop performed before an estimated three thousand community members--a most impressive figure to give to District Board members who are highly conscious of community relations.

If I had to select the most satisfying outgrowth of our evening workshop it would be the development of a Readers Theatre Workshop at a local junior high school. Patterned after the Modesto Junior College Workshop, the junior high school program was first proposed by a former workshop student as a possible short-session course. Unfamiliar with the medium of readers

theatre, the administration was skeptical that enrollment would justify such a class. To their pleasant surprise, over fifty students signed up for the first session, allowing two instructors to coordinate the program. The enthusiastic response of the students to readers theatre has made the workshop a regular short-session course offered throughout the year at this particular school.

Working closely with the junior high school, college readers theatre students are assisting the program by helping direct and adapt materials. At a recent combined class session, college and junior high students shared program offerings and pooled their talents by putting together a children's story with readers ranging in age from 13 to 62. It was a memorable night.

Anxious to share programs with a variety of audiences, the junior high school students, like their friends at the college, also are performing in the community, primarily at other junior high schools. This has led to several schools inquiring about readers theatre and how to get a program going at their school.

The experience of readers theatre and evening school at Modesto Junior College has demonstrated that such a program can effectively draw a significant number of new students into the community college speech communication program. In this discussion I have been concerned with sharing information on the development of an evening adult Readers Theatre Workshop, teaching techniques and activities. Readers theatre and evening school have indeed produced an excellent match at Modesto Junior College. I hope this discussion will serve as an incentive for other community colleges to establish evening activities programs for students eager in their desire to pursue life-long education.

This article is adapted from a paper presented at the Speech Communication Association Convention, Houston, December 27-30, 1975.

The Community College and Career Communications: An Unlimited Opportunity

John Muchmore

The title of this paper suggests that there is enormous potential in the area of career education for the speech communication professional. I believe this, but my purpose in the following comments has grown out of concern and frustration rather than the sort of security and optimism suggested by the title.

My personal experience with career education is a relatively long one beginning in the middle sixties when I had the opportunity to join the comprehensive community college movement. At that time, I had my first real experience with what Marland and others have labeled "career education." I believe now, as I believed then, that career education must not be viewed simply as a retitling of "vocational education" or "general education," nor should it be considered as a parallel to "college preparatory education." Instead, it is to be viewed as a blending of the three into a new curricular design. In a 1972 article, Kathleen Galvin and I suggested that speech communication educators had a variety of options open to them. They could: (1) work within the framework of existing speech communication courses, examine and focus upon communication as it relates to careers of all kinds; (2) develop communication courses attending specifically and exclusively to the needs of particular areas; (3) develop their own abilities in order to better function as resource and consultative personnel in career programs, and (4) commit their energies and expertise to the development of instructional materials which might be utilized in career contexts.[1] At that time we did not suggest which of these alternatives was the ideal one nor did we suggest that they were mutually exclusive.

During the ensuing four years, I have had the opportunity to visit a number of institutions, examine manuscript proposals, and talk with colleagues. I am left with the impression that a frequent course of action has been one which I personally view as undesirable, that is, to concentrate on the development of speech communication courses addressed specifically and exclusively to the needs of particular career areas. While it is excessive to suggest that the fate of the world hinges on this issue, I think that the result of this decision may well be to affirm the fear of Chicago columnist Sydney J. Harris who cautioned that the "emphasis on vocational training (is) turning out men who can do something exceptionally well, but don't really know what is most worth doing and what isn't."[2] To some degree, I share Harris' concern and the longer I watch, the more closely I find myself identifying with his fear.

In response to this concern, I should like to comment on a number of the issues that have arisen as obstacles to the realization of the opportunity that career education presents. Initially, despite Marland, Garner and others and the caution that they advanced, I would contend that far too many people continue to feel that "career education" is a synonym for "vocational technical education" and that these people continue to apply an inappropriate definition to both the former and latter terms. They, and I shall have to leave the "they" unidentified because it tends to be an attitude rather than assertions by specific individuals, still feel that career education is an option for the individual who cannot function in a standard academic situation. I would be quick to grant that there are many who are involved in specific career programs because they would not, or at least feel they would not, succeed in a traditional baccalaureate setting. Conversely, there are many capable and highly intelligent individuals following such disparate career program paths as food services, dental hygiene, law enforcement and turf management. Equally important, do we not tend to forget that the medical student is preparing for a career in medicine?--that the law student is preparing for a career in the law?--that the majority of us prepared for a career in teaching? One of the most obvious aims of education has been to prepare individuals in such a manner that they could choose and thereafter make the contribution to society that they deemed important. (I will only parenthetically introduce the contention that a more important purpose of education may have been, and may still be, to establish and maintain social status.) Certainly, the career an individual chooses to pursue, the work role he or she assumes,represents one of the most important contributions, either through omission or commission, that the individual makes.

Let us conclude that the identification of a career interest and that the acquisition and application of the abilities necessary to perform that career in the most effective manner possible are important to all of us. Let us recognize that even though a doctor and a sanitation worker perform vastly different functions, each of those functions is important to social order and progress. Let us eliminate from our vocabulary, forever, comparative comments such as "even garbage men get paid more than that." Let us concede that a baker might be more intelligent than a doctor, that a policeman might be more a humanist than a minister--not *is* or *are* but *might be*. Let us take our own advice about labeling and allness. And the next time someone prepares a text with a career communication emphasis, consider the fact that Eric Hoffer is a longshoreman and that there are others like him who cannot only read but can read with a precision that escapes many who are in l ftier positions.

The responsibility for this cleavage does not belong to us alone. Let me also urge that the individuals who allege experience in the "real world" and drag out that tired and ridiculous cliche in an effort to somehow suggest that those who teach have managed to escape and know nothing of work be taken to task. We are all, with the exception of those who have had the misfortune to effect psychological escape, in the *real world*. It is a world comprised of a multitude of varied experiences, each of which contributes in one way or another to our individual life quality. I am at once appalled and mystified by those in business settings who imply that the academician knows nothing of the "real world" and then behave in a manner that defies the existence of truth, quality, and honesty. I am confused by the "real world" of politics that is comprised of deceit, lies and threats--a world that denies any ultimate accountability. I am distressed by the "real world" of business that repossesses the home of an illiterate widow and

alleges that this is justice while simultaneously denying the tragic effect this has on the people involved--and we are all involved.

In short, we are all in the real world and everything that we do and experience is a part of that world whether it be work, school, play or rest.

Now we see a new problem. We are forced into competition--not competition in an effort to furnish the student with the most appropriate, most important educational experience, but competition to survive, to generate courses and programs to justify existence. We see competition where there ought to be cooperation. This seems an especially critical issue in the case of career education. We must guard against the temptation to develop a new course for specific career areas in order to gain thirty or sixty or ninety additional students.

What is the proper response to my frustration and concerns? I do not pretend to have a complete prescription, but I am convinced of certain things. First, I am convinced that it is important to be able to communicate effectively. I further believe that the communicator bears a heavy responsibility--that he or she is asking for a change on the part of the other party (ies) in the communicative relationship. The import of that change will vary dramatically from situation to situation but the moral, ethical and legal implications and obligations that are incumbent upon the individual who initiates the request remain the same. Certainly, these implications and obligations are as important in one's career commitments as they are in one's recreative and social contacts. The nurse, the police officer, the teacher, the doctor--all are faced with enormous questions that require communication judgements beyond the matter of strategy. We have a role to play in preparing people to make these judgements. We have a responsibility to make people aware of the real impact of communication activities.

I am equally convinced that Toffler is correct when he indicates that it is critical that "all students should be grounded in certain common skills needed for human communication and social integration."[3] He further contends that these skills will fall into three critical areas: learning, relating and choosing.[4] While Mr. Toffler will take only slight pleasure (and at that I am flattering myself) with my agreeing with him, I believe that it is extremely important to emphasize again his central thesis that the future is coming upon us at a rate that defies past comparison--that to be trained today may be to be incompetent tomorrow. The critical abilities are the ones that have pervaded Western education for centuries. One must be able to learn. Despite periodic philosophical disputes, these are the issues to which rhetoricians have addressed themselves for centuries. The essential character of these abilities has not changed nor does it change when one views them in their relationship with medicine as opposed to their relationship with food preparation. The specifics change--the nature of the context, the vocabulary, the degree of criticalness attending the situation change--but the larger abilities are the same.

By this time, many and perhaps most of you have read Robert Pirsig's beautiful book *Zen and the Art of Motorcycle Maintenance*. If you have not, do. The work addresses itself to the issue presented in the title of this paper. It might well have been subtitled "Career Education and Speech-Communication: An Unlimited Opportunity." (Admittedly, this would have compounded the problem generated by the already exotic title of the book.) With apologies to those who have read the work, let me offer a brief summary of my perceptions. A part of Pirsig's approach is to employ the motorcycle and the relationship of a man to his motorcycle to demonstrate that the relationship can be one of quality or one of perfunctoriness. Pirsig's motorcycle is career education--a vehicle, not an end. We can have the expensive touring motorcycle of his early partners on the journey but if we do not recognize the need to relate to the machine, we have all gloss and no quality. The same principle can be applied to our career commitment. If we are not careful, we have all gloss and no quality. We have the realtor who is unable to distinguish between sale/commission and the valuable matching and selecting service he or she is capable of providing; the policeman who has a sharpshooter rating but is unable to exercise discretion; the nurse who has an exceptional knowledge of medicine but is insensitive to patient fear and concern.

I do not feel adequate to make judgements about the overall accuracy of the philosophical observations Pirsig offers, but his analysis of Socrates, Plato, Aristotle and the Sophists is a fascinating one--most fascinating because of his conclusion that "*Quality! Virtue! Dharma!* That is what the Sophists were teaching! Not ethical relativism. Not pristine virtue! But arete. Excellence."[5] Excellence is a product of communication.

The opportunity that we have not yet responded to in any but beginning terms is that of working to find the elements of excellence that become a part of career experiences. We must investigate, observe, study, learn where the conflicts reside--where values become issues in this portion of the individual's life—where communication skills and sensitivities will be critical to the individual's career success--and I use *success* with respect to more than wealth and external adulation. Toffler knows that we must change--that the industrial age is no longer with us but that "our schools will continue to turn out industrial men until we teach young people the skills necessary to identify and clarify, if not reconcile, conflicts in their own value systems."[6]

As Harris contends, "What we need most of all are not people who can do things effectively; but people who know what is proper to do and what is improper, who have been schooled to discern the better from the worse, and thus are able to make a free choice for the better."[7] To become a partner in this effort is the unlimited opportunity that career education presents us.

Footnotes

[1]Kathleen Galvin and John Muchmore, "Career Education: A Challenge" *Central States Speech Journal*, XXIII (Spring, 1972), pp. 61-63.
[2]Sydney J. Harris, "Occupational Training Not Education," *Chicago Daily News* (March 10, 1973), p. 8.
[3]Alvin Toffler, *Future Shock* (New York: Random House, 1970), p. 366.
[4]*Ibid.*, p. 367.
[5]Robert Pirsig, *Zen and the Art of Motorcycle Maintenance* (New York: Bantam Books), 1975), p. 371.
[6]Toffler, p. 370.
[7]Harris, p. 8.

This article is adapted from a paper presented at the Speech Communication Association Convention, Houston, December 27-30, 1975.

FOR YOUR INFORMATION

Degrees 1973-74

In the July 6, 1976 issue of the *Chronicle of Higher Education*, a report taken from the *Digest of Educational Statistics, 1975*, presented the following profile of Ph.D degrees confirmed in 1973-74. The area reported here is for the Arts and Humanities where, we might assume, most doctorates in the speech communication arts and sciences might be found.

	Arts and humanities
Doctor's degrees conferred	5,174
Sex	
Men	69.7%
Women	30.3%
Racial or ethnic group?	
White	83.6%
Black	2.0%
American Indian	0.4%
Chicano	1.0%
Puerto Rican	0.3%
Oriental	2.2%
Other	0%
Unknown	10.3%

It is interesting to note that the sex and ethnic groupings have percentages very similar to those of this profession as reported in Issue #6, January, 1974, of the *BULLETIN*.

A more detailed breakdown of degrees awarded was reported in the July 19, 1976, issue of the *Chronicle*. Because there currently is no specific taxonomy for this profession, it is difficult to determine where the speech communication arts and sciences are located. However, the following categories used by the National Center for Education Statistics may represent this profession.

	Bachelor's Degrees		Master's Degrees		Doctor's Degrees	
	Men	Women	Men	Women	Men	Women
Communications	10,536	6,560	1,670	972	146	29
Communications, general	2,816	1,895	576	366	64	21
Journalism	3,641	3,069	619	379	20	-
Radio and Television	2,493	690	186	62	1	-
Advertising	663	368	39	10	-	-
Communications media	584	262	86	51	7	-
Other	339	276	164	104	54	8
Education	49,535	137,088	45,186	67,553	5,316	1,977
Speech Correction	347	2,939	126	683	5	3
Fine and Applied Arts	15,913	24,103	4,325	3,676	440	145
Dramatic Arts	2,302	3,110	670	580	56	18
Health Professions	9,459	32,410	3,873	5,868	447	131
Speech pathology and audiology	344	2,934	293	1,671	50	28
Letters	27,434	37,891	5,284	6,881	1,789	844
Speech, debate and Forensic sciences	3,187	4,084	685	1,004	209	72

The D.A.

In spite of the fact that the recommendation to establish a doctor of arts degree was made in the 1960's, only twenty-five institutions are now awarding the degree. The lack of enthusiasm for the DA degree is, according to Robert Koenker, Dean of the Graduate School at Ball State University in Muncie, Indiana, a result of four factors:

-Restrictions placed by state commissions of higher education on starting new graduate programs
-The oversupply of doctoral candidates and the poor job market for them.
-The financial problems besetting educational institutions.
-Many administrators' belief that their present graduate programs give them enough flexibility to emphasize teaching or to offer programs similar to the doctor of arts.

Tenure and Free Speech

A Federal judge in Harrisburg, Pennsylvania, has ruled that Pennsylvania State University legitimately denied tenure to a faculty member who exercised his rights under the First Amendment. The judge ruled:

> ...legitimate state interests may limit the right of a public employee, specifically the right of a state-university professor, to say and do what he pleases.

The judge listed six areas where "legitimate state interests" might limit a state university professor's rights to "say and do what he pleases":

- "The need to maintain discipline or harmony among co-workers."
- "The need for confidentiality."
- "The need to curtail conduct which impedes the teacher's proper and competent performance of his daily duties."
- "The need to encourage a close and personal relationship between the employee and his superiors, when that relationship calls for loyalty and confidence."
- "The need to maintain a competition of different views in the classroom and to prevent the use of the classroom by a teacher deliberatley to proselytize for a personal cause or knowingly to emphasize only that selection of data best conforming to his own personal biases."
- "The need to prevent activities disruptive of the educational process and to provide for the orderly functioning of the university.

IRS Rules on Costs of Job Hunting

A change in federal-income-tax rules now permits faculty members to deduct from their taxable income any reasonable costs of looking for a job at another college or university.

Under the new rules, job-hunting costs may be deducted on tax returns.

When filing remember that a basic aid in minimizing tax payments 12 months hence could be keeping a careful record of deductible expenses as they occur during the year.

The newly authorized deductions for job hunting expenses include costs of advertising, of preparing and mailing resumes, and of travel to find new employment--as well as fees paid to an employment agency, whether or not it was successful.

Competency Document Available

The SCA/ATA Joint Task Force on Teacher Preparation directed by Barbara Lieb-Brilhart has issued its final document. Entitled "Competency Models in Speech Communication, Theatre and Mass Communication for Preparation and Certification of School Specialists and Non-Specialists, the document lists competencies for teachers of speech and theatre to be used by state departments of education and teacher preparation institutions in the certifying process.

Additional information about the document and its implementation are availble from Dr. Lieb-Brilhart at the Speech Communication Association National Office.

Coming in October

The October issue of the *BULLETIN* will include information about the 1976 ACA Convention programs. In addition, timely articles on a code of ethics, career education, evaluating research, improving teaching, women's studies, bibliographies, and the basic course will appear.

The 1976 Convention will be held in San Francisco at the Hilton Hotel from December 27 through the 30th. Plan now to attend.

Advice for the Chairpersons

James H.L. Roach, a former chairperson of psychology at St. Lawrence University in New York, writing in volume 57, number 1 (Winter, 1976) of the *Educational Record*, discusses the functions and responsibilities of the academic department chairperson. The abstract heading the article reads:

> The decentralization of decision-making authority and the rising influence of faculty members in the formulation of institutional policy has led to arrangements in which departments and department chairpersons have a more significant role to play. An estimated 80 percent of all administrative decisions take place at a departmental

level. Yet most chairpersons are selected for reasons other than demonstrated managerial skills. They rarely receive training, and only limited literature exists describing their functions and responsibilities. Roach's article provides new insights on these responsibilities and will help chairpersons become more perceptive of their roles and more highly motivated and more constructively active in achieving school and departmental goals.

U.S. Court Bars Quotas and Goals

A U.S. District Court judge in Virginia has ruled as illegal the "establishing, maintaining, or seeking to achieve any employment quota or goal based upon sex" in affirmative-action plan for upgrading the status of women and members of minority groups.

The judge said employment practices giving women preference solely because of their sex violated the 14th Amendment's "Equal Protection Clause" and Title VII of the Civil Rights Act of 1964 banning employment bias based on race, color, religion, sex, or national origin.

"Where the only difference between two persons competing for the same job is a difference in sex," Judge Warriner said, "then the Equal Protection Clause requires that they not be treated differently on account of the fact that one is male and the other is female."

"By requiring employers to engage in widespread, pervasive and invidious sex discrimination of the pervading affirmative-action programs, the U.S. government is merely perpetuating the very social injustices which it so enthusiastically and properly seeks to remedy," said the judge.

"Reliance upon such discrimination practices to achieve 'quotas' or 'goals' is the use of an unconstitutional means to achieve an unconstitutional end," he said.

Further, whether or not affirmative action is a good policy, the court holds it to be bad law insofar as it permits or requires sex discrimination in hiring," he said.

"There will never be sex or racial peace until the idea of sex or racial discrimination is dead and buried," Judge Warriner said. "The primary--the only--beneficiaries of affirmative-action plans and their siblings are the thousands of persons engaged in the civil-rights business, bureaucrats, lawyers, lobbyists and politicians. The persons who are suffering are the ostensible objects of the plans' solicitude, and persons, such as plaintiff herein, who get flattened by the civil-rights steamroller."

A representative of a women's rights group in Washington said that by only considering women for the two jobs, "it was clear the university was doing something illegal."

"My concern is that the judge did not distinguish between goals and quotas in his decision. We want that distinction made, and I don't know whether the Virginia attorney general tried to make it," she said.

Federal officials contend that forcing employers to set binding quotas would be illegal, but that having them establish non-binding hiring targets or "goals" is permissible.

Minorities Self-Study Guide

In March, 1976, the ACE published a "Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self-Study." The "Framework" is available free of charge from the ACE, Suite 801, One DuPont Circle, Washington, DC 20036.

Interpretation Conference Success

The SCA Summer Conference on "The Oral Interpretation of Literature: Research, Theory, and Practice" was termed a huge success by its coordinators Mary Frances HopKins and Beverly Whitaker Long. The conference drew over 200 participants from high schools, colleges, and universities.

Featured among the many programs of the three day event was one on *Oral Interpretation and the Department Administrator*. This program was sponsored by the ACA. The full conference proceedings are being edited by Virginia Hastings Floyd and should be available late in December. Dr. Floyd's gracious generosity helped make the 1976 Summer Conference possible.

On Being a Chairman

The ACE is making available free to any person interested a paper published late in 1975 entitled "The Job of Academic Department Chairman." The paper was prepared as a report to the executive vice-president for academic affairs of Miami University of Ohio. In view of the pivotal role that department and division heads play in carrying out an institution's academic mission and in determining the effectiveness of its human and intellectual climate, the ACE has taken report, published it and made it available. The author and the ACE believe the paper, in its concerns, might well apply to the job of academic department chairman at any large university.

Persons interested in obtaining a free copy should write:

Office of Leadership Development
American Council on Education
1 DuPont Circle, NW
Washington, DC 20036

ACA NEWS

Executive Committee Candidates Reviewed

In Issue #16, April, 1976 of the *BULLETIN*, five candidates for the three vacancies that will occur on the Executive Committee presented their biographical sketches and statements of objectives. Those candidates were:

RAYMOND D. CHEYDLEUR, Chairperson and Professor, Manatee Junior College, Bradenton, Florida.

PATTI F. GILLESPIE, Head and Associate Professor, University of South Carolina, Columbia.

JAMES GRISSINGER, Chairperson and Professor, Otterbein College, Ohio.

LUCIA S. HAWTHORNE, Professor, Morgan State University, Baltimore, Maryland.

DARLYN R. WOLVIN, Chairperson and Associate Professor, Prince George's Community College, Largo, Maryland.

The sixth candidate is:

GARY B. WILSON

Associate Professor and Chairperson, Communication Arts Department, Pacific Lutheran University. BS, Central Michigan University; MA, California State University; PhD, Michigan State University. Taught at University of Connecticut 6 years. Member of SCA, ACA, ICA, WSCA, Society for the Psychological Study of Social Issues, Washington State Speech Association. Has presented papers at SCA and ICA. Publications include articles in *Journal of Rehabilitation of the Deaf*, *Volta Review*, *Speech Teacher*, *Journal of Applied Communications Research*, and ERIC. Co-author of a chapter in Hanneman & McEwen, *Communication and Behavior*.

Statement of Objectives

I feel ACA is the best vehicle for attacking some of the unique problems of the 70's and 80's. While the organization is currently working on the problems associated with maintenance or modification of tenure, much remains to be done. "Tenuring-in" foreshadows problems of continuing education for faculty who hold advanced degrees. Cooperative approaches to updating senior faculty training must be found.

Much remains to be done in terms of defining our field. I feel a more general approach to definition must be found. A limiting definition, based on oral-verbal origin, is not suitable to a rapidly developing and expanding field nor representative of the membership of ACA.

ACA could provide model programs geared to departments at various levels and of various sizes. Priorities could be established to aid departments which are faced with enrollment and staff changes determine where to consolidate, expand or delete. This would also aid in establishing a base line for articulation of programs among schools, standardization of programs nationwide, and provide administrators with needed comparative program data to gain local support for modification of programs.

Many new administrators find themselves trained in the discipline but not in administration. ACA could facilitate training seminars in conjunction with the national SCA-ACA Convention or during the summer. I feel this would be a great aid to new administrators and further strengthen the field nationally through more efficient local administration.

The continuing task of assuring that those in position to hire our graduates are fully aware of the skills we seek to impart in our graduates must receive more attention. We cannot assume that our appreciation of our own products is shared by those who are outside our discipline. ACA, in conjunction with other national associations, must provide leadership in this educational task.

An official ballot will be mailed to the membership on October 1. The three candidates elected will take office on January 1, 1977 and serve through 1979. Persons retiring from the Executive Committee are Anita Taylor, St. Louis Community College, Florissant Valley, Missouri, and Gladys I. Forde, Fisk University, Nashville, Tennessee.

Ad Hoc Committee on Evaluation of Programs

At the April meeting of the Executive Committee, President Anita Taylor appointed Roger Nebergall to head and form a committee to define the problems of evaluating departmental programs. Professor Nebergall appointed a committee composed of himself and:

Theodore Clevenger, Division IV, Acting Provost, Florida State University, Tallahassee,
Robert C. Jeffrey, Chairperson, Department of Speech Communication, University of Texas, Austin; and,
David H. Smith, Associate Dean of the College of Social and Behavioral Sciences, Ohio State University, Columbus.

The committee met in Chicago on July 22 to formulate the means of collecting evidence of program quality through objective sources. An interim report of the committee's work will appear in the October issue of the *BULLETIN*.

Editor's Note

The *BULLETIN* editor would like to thank John Muchmore and John Franklin White for their cooperation and patience as this issue of the *BULLETIN* was prepared. In addition he would like to thank the ACA Executive Committee for reviewing the manuscripts and especially Anita Taylor and Roger Nebergall for the extra effort they gave to make this special issue possible. I also am indebted to Gayle Cook and Cathy Delaney for typing and retyping the manuscript.

ABOUT THE AUTHORS

Barbara Strain is an Assistant Professor of Speech at San Antonio College, Texas.

Patricia Wysong is a doctoral student in the Speech Communication Department at the University of Texas, Austin.

James L. Johnson is an Instructor at Modesto Junior College, California.

John Muchmore is a Professor of Speech Communication at William Rainey Harper College, Palatine, Illinois.

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